

# The Summer Food Service Program

## 2016 Nutrition Guidance for Sponsors



United States Department of Agriculture,  
Food and Nutrition Service

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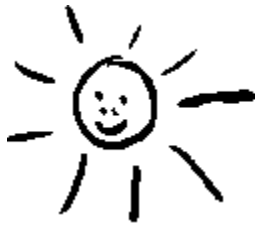
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## Introduction

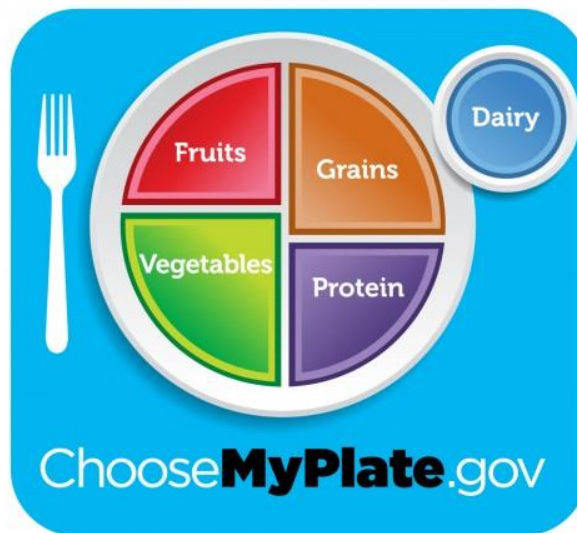
The Summer Food Service Program (SFSP) offers an opportunity to impact children's lives positively. The Program was established to ensure children continue to receive healthy meals when school is not in session. Meals served at summer sites play an important role in alleviating food insecurity and hunger in those children most in need when meals are not available through the National School Lunch Program (NSLP). Summer sites also play a valuable role in helping children learn, grow, and stay healthy. By offering nutritious meals at summer sites, children receive more of the vitamins, minerals, and other nutrients they need. Additionally, children will learn how to build a healthy plate and establish healthy eating habits that may continue into adulthood.

All meals served in the SFSP must meet certain requirements in order to receive reimbursement. These meal pattern requirements are designed to help the menu planner provide well-balanced, nutritious meals that meet the nutritional and energy needs of children. FNS strongly encourages sponsors to take additional steps toward serving nutritious and appealing meals at their summer sites. The *Summer Food Service Program for Children: 2016 Nutrition Guide for Sponsors* was developed to help sponsors plan and serve menus with a variety of foods and beverages rich in nutrients, and operate a safe and successful food service. This guide offers menu planning and nutrition guidance along with sample breakfast, lunch, and snack menus. Also included are food service record-keeping requirements, food buying and storage information, and food safety and sanitation guidance. This guide is primarily for sponsors who prepare meals on-site or in central kitchens for participating children.

## Dietary Guidelines for Americans

The *Dietary Guidelines for Americans* (Dietary Guidelines) is a document jointly developed by the U.S. Department of Agriculture and Health and Human Service that makes about the components of a healthy eating pattern to promote health and prevent chronic disease in current and future generations. Published every five years, the Dietary Guidelines provide recommendations to help Americans ages 2 years and older make healthy food and beverage choices to ensure a healthy, nutritionally adequate diet. These recommendations are the basis for the nutrition guidance in this Guide. Sponsors should, as much as possible, purchase and serve foods that align with the recommendations in the Dietary Guidelines, such as serving more nutrient-dense foods like whole grains and whole vegetables and fruit, and fewer foods high in sodium and with added sugars and added solid fats. To review or download a copy of the most recent Dietary Guidelines, visit: <http://health.gov/dietaryguidelines/>.

The *MyPlate* is an icon that acts as a reminder to help people make healthier food choices and reflects the recommendations in the Dietary Guidelines. Visit the *MyPlate* website here: <http://www.choosemyplate.gov/>. Along with the *MyPlate*, USDA has many resources including tip sheets, videos, and recipes that can sponsors can use to develop menus that contain the most nutrients children need to grow and be healthy. Links and descriptions of many of those resources are provided throughout this Guide.



## Food Safety

Along with serving nutritious meals, it is crucial to serve safe meals. This Guide recommends a more conservative approach to some food safety practices than those found in the 2013 Food Code because many meals served at summer sites are prepared in non-institutional settings, such as at parks and recreation centers. This guide also references information found in the USDA's Food Safety and Inspection Service (FSIS) Food Safety Education materials for food preparation in non-

institutional settings. **Please keep in mind that sponsors should be familiar with and follow State and local public health requirements and State Agency policies and procedures.**



## PART I — PLANNING QUALITY MEALS

### Understanding Meal Pattern Requirements

In this section, you will find information on:

- SFSP meal pattern requirements
- Food components
- Serving additional foods
- How to credit foods
- Making food or meal substitutions and exceptions, and
- Menu production records

#### **SFSP Meal Pattern Requirements**

The SFSP meal patterns enable sponsors to serve meals that are appealing and are consistent with the Dietary Guidelines.

The meal patterns outline the required food components and their minimum serving sizes in order for the meal to be eligible for reimbursement. A food component is one of the food groups that comprise a reimbursable meal. A food item is a specific food offered within the food component. For example, separate ½ cup servings of peaches and pears are two food items that comprise one component: the fruit and vegetable component. The meal patterns chart on page 9 shows the required food components and the minimum required serving sizes of each food component for breakfast, lunch, supper, and snacks.

#### **Age appropriate meal patterns**

FNS recognizes that the SFSP meal pattern minimum serving sizes may not be suitable for all children attending the summer site. Active teenagers may need more food than younger children and feel that the portion sizes are too small. Conversely, for children younger than 6 years old, the serving sizes may be too big. In these situations, sponsors may be approved to serve more age-appropriate meal patterns.

*Meals for Children 12 through 18 year olds:* Because teenagers have greater food needs, sponsors may serve larger serving sizes than the minimum serving sizes specified in the SFSP meal pattern. Sponsors serving teenagers may serve the adult-size portions found in the Child and Adult Care Food Program (CACFP) (7 CFR 226.20(c)). It is important to note that there are no maximum limits on any of the food components in the SFSP meal pattern. Additionally, extra foods may always be served to improve the nutrition of participating children, in addition to the food necessary to meet the meal pattern requirements. However, meals containing additional foods or larger portion sizes than the minimum

required serving size receive the same reimbursement rate as regular SFSP meals.

*Meals for Children Under 6 Years Old:* State agencies may authorize sponsors to follow the CACFP meal pattern requirements (7 CFR 226.20) for infants and children under six years old, which include smaller serving sizes than are indicated in the SFSP meal pattern. The sponsor must be able to ensure that each age group is receiving the appropriate minimum serving sizes indicated in the CACFP meal pattern. Food should always be of a texture and a consistency that is appropriate for the age and development of the children being served. For example, fruit should be cut into smaller pieces so that it is easier for younger children to eat.

### **School Food Authorities (SFAs)**

School Food Authorities (SFAs) participating in the Seamless Summer Option (SSO) are required to serve meals that meet the NSLP meal pattern requirements, not the SFSP meal pattern requirements. However, SFAs participating in SSO and operating open and restricted open sites that are having difficulty implementing the NSLP meal pattern for each age/grade group may work with their State agency to make accommodations, such as using a single age/grade group. This flexibility increases the ability of SFAs with diverse children attending their site to more easily participate in SSO while still meeting the meal pattern requirements. Refer to SP 37-2015, *2015 Edition of Questions and Answers for the National School Lunch Program's Seamless Summer Option* (<http://www.fns.usda.gov/sites/default/files/cn/SP37-2015os.pdf>) for more information.

SFAs participating in SFSP are allowed to follow the NSLP or School Breakfast Program (SBP) meal pattern requirements instead of the SFSP lunch or breakfast meal patterns (7 CFR 225.16(f)(1)(i)). SFAs may begin following the NSLP or SBP meal pattern requirements at any time during the year. If an SFA chooses to make this switch, the SFA must notify its State agency, but the SFA does not need prior approval. This flexibility allows SFAs to seamlessly continue implementation of the NSLP or SBP meal pattern requirements year-round.

Refer to the SFSP Administrative Guidance for Sponsors for more details, or contact the State agency that administers the SFSP. SFSP sites choosing to follow the meal pattern requirements of another Child Nutrition Program must follow all of that Program's meal pattern service requirements.

## SUMMER FOOD SERVICE PROGRAM MEAL PATTERN FOR CHILDREN

### SELECT THE APPROPRIATE COMPONENTS FOR A REIMBURSABLE MEAL

FOOD COMPONENTS AND FOOD ITEMS	BREAKFAST Serve milk, vegetable and fruit, and grains component	LUNCH OR SUPPER Serve all four components	SNACK Serve two of the four
<b>Milk</b>	<b>Required</b>	<b>Required</b>	
Fluid milk (whole, low-fat, or fat-free)	1 cup <sup>1</sup> (½ pint, 8 fluid ounces) <sup>2</sup>	1 cup (½ pint, 8 fluid ounces) <sup>3</sup>	1 cup (½ pint, 8 fluid ounces) <sup>2</sup>
<b>Vegetables and Fruits</b> <i>Equivalent quantity of any combination of...</i>	<b>Required</b>	<b>Required</b>	
Vegetable or fruit or	½ cup	¾ cup total <sup>4</sup>	¾ cup
Full-strength vegetable or fruit juice <sup>6</sup>	½ cup (4 fluid ounces)	¾ cup <sup>4</sup>	¾ cup (6 fluid ounces) <sup>5</sup>
<b>Grains/Breads<sup>6</sup></b> <i>Equivalent quantity of any combination of...</i>	<b>Required</b>	<b>Required</b>	
Bread or	1 slice	1 slice	1 slice
Cornbread, biscuits, rolls, muffins, etc or	1 serving	1 serving	1 serving
Cold dry cereal or	¾ cup or 1 ounce <sup>7</sup>		¾ cup or 1 ounce <sup>7</sup>
Cooked cereal or cereal grains or	½ cup	½ cup	½ cup
Cooked pasta or noodle products	½ cup	½ cup	½ cup
<b>Meat and Meat Alternates</b> <i>Equivalent quantity of any combination of...</i>	<b>Optional</b>	<b>Required</b>	
Lean meat or poultry or fish or	1 ounce	2 ounces	1 ounce
Alternate protein products <sup>8</sup> or	1 ounce	2 ounces	1 ounce
Cheese or	1 ounce	2 ounces	1 ounce
Egg (large) or	½	1	½
Cooked dry beans or peas or	¼ cup	½ cup	¼ cup
Peanut or other nut or seed butters or	2 tablespoons	4 tablespoons	2 tablespoons
Nuts or seeds <sup>9</sup> or		1 ounce=50% <sup>10</sup>	1 ounce
Yogurt <sup>11</sup>	4 ounces or ½ cup	8 ounces or 1 cup	4 ounce or ½ cup

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## ENDNOTES

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<sup>1</sup> For the purposes of the requirement outlined in this table, a cup means a standard measuring cup.

<sup>2</sup> Served as a beverage or on cereal or used in part for each purpose.

<sup>3</sup> Served as a beverage.

<sup>4</sup> Serve two or more kinds of vegetable or fruits or a combination of both. Full-strength vegetable or fruit juice may be counted to meet not more than one-half of this requirement

<sup>5</sup> Juice may not be served when milk is served as the only other component.

<sup>6</sup> Bread, pasta or noodle products, and cereal grains (such as rice, bulgur, or corn grits) shall be whole-grain or enriched. Cornbread, biscuits, rolls, muffins, etc., shall be made with whole-grain or enriched meal or flour. Cereal shall be whole-grain, enriched or fortified. Serving sizes and equivalents will be in guidance materials to be distributed by FNS to State agencies.

<sup>7</sup> Either volume (cup) or weight (ounces), whichever is less.

<sup>8</sup> Must meet the requirements of 7 CFR 225 Appendix A.

<sup>9</sup> Tree nuts and seeds that may be used as meat alternate are listed in Program guidance.

<sup>10</sup> No more than 50 percent of the requirement shall be met with nuts or seeds. Nuts or seeds shall be combined with another meat/meat alternate to fulfill the requirement. For purposes of determining combinations, one ounce of nuts or seeds is equal to one ounce of cooked lean meat, poultry or fish.

<sup>11</sup> Plain or flavored, unsweetened or sweetened.

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## Food Components

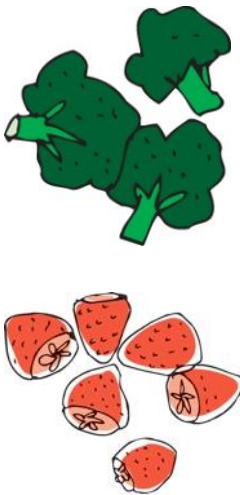
This section offers additional information on the required food components in the meal pattern requirements, including examples of food items within each component and guidance on acceptable types and quantities of food items that may be used or combined to meet the SFSP meal pattern requirements. For nutrition information and tips on creating well-balanced meals, see *Making the Most of Summer Meals* in this Guidance.



### Milk

Allowable food items:	Pasteurized, unflavored or flavored whole milk, reduced-fat milk, low-fat milk, fat-free milk, buttermilk, lactose-reduced milk, or acidophilus milk. See <i>Exceptions and Substitutions</i> in this Guide for information on milk substitutes.
Guidelines:	<ul style="list-style-type: none"> <li>At breakfast or for snacks, milk can be served as a beverage or on cereal, or in a combination of both.</li> <li>At lunch or supper, milk must be served as a beverage.</li> </ul>

### Vegetables and Fruits



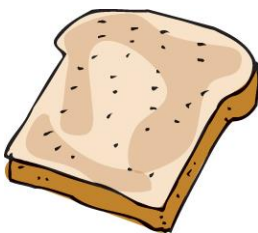
Allowable food items:	<p>Vegetables, such as:</p> <ul style="list-style-type: none"> <li><u>Dark green</u>: bok choy, broccoli, collard greens, dark-green leafy lettuce, kale, spinach</li> <li><u>Red and orange</u>: carrots, pumpkin, red peppers, butternut squash, sweet potatoes, tomatoes</li> <li><u>Starchy</u>: corn, green peas, potatoes</li> <li><u>Dry beans and peas</u>: black beans, black-eyed peas, chickpeas, kidney beans, lentils</li> <li><u>Other</u>: green beans, artichoke, avocado, cabbage, cauliflower, celery, cucumber</li> <li>Full strength (100%) vegetable juice</li> </ul> <p>Fruits, such as:</p> <ul style="list-style-type: none"> <li>Apples, bananas, blackberries, cantaloupe, grapes, kiwi, mangoes, oranges, pears, pineapple, plums, raspberries, watermelon</li> <li>Full strength (100%) fruit juice</li> </ul>
Guidelines:	<ul style="list-style-type: none"> <li>At breakfast, a serving of fruit, vegetable, or full-strength (100%) juice, or an equivalent quantity in any combination, is required.</li> <li>For lunch or supper, serve two or more kinds of vegetables and/or fruits at each meal. Up to one-half of the total requirements may be met with full-strength juice.</li> </ul>

- Cooked vegetables means a serving of drained cooked vegetables.
- Cooked or canned fruit means a serving of fruit and the juice it's packed in; thawed frozen fruit includes fruit and the thawed juice.
- Dry beans and peas cannot be credited as both a vegetable and meat/meat alternate within the same meal.
- Dried fruits, such as dried apricots, raisins, and prunes, may be used to meet requirements.
- Fruit within yogurt, whether blended, mixed, or on top, cannot be credited toward the fruit requirement. Extra fruit provided as a separate component can be credited.
- Small amounts (less than 1/8 cup) of onions, pickles, relish, ketchup, jams or jellies, or other condiments may be added as additional foods for flavor or garnish. However, these do not count towards the fruit and vegetable requirement.

#### Juice

- Full-strength (100%) juice may not be served for a snack if milk is the only other component served.
- Juice or syrup from canned fruit does not count as fruit juice.
- Do not serve two forms of the same fruit or vegetable in the same meal, for example: an orange and orange juice, or an apple and applesauce.

## Grains



Allowable food items:

Whole grains, such as

- Whole-grain or whole-wheat bagels, breads, cereal (ready-to-eat), crackers, pita bread, rolls, noodles, or pasta; whole-corn tortillas
- Brown rice, buckwheat, oatmeal, quinoa.

Enriched grains, such as:

- Bagels, cereal (ready-to-eat), cornbread, muffins, crackers, tortillas, noodles or pasta, pita bread, rolls, wheat bread, white bread
- Enriched rice
- Enriched or fortified cereal

Guidelines:

- Grains and breads must be whole-grain or enriched, or made from whole-grain or enriched flour or meal; ready-to-eat cereals must be whole-grain, enriched or fortified.

- Enriched macaroni products that have been fortified with protein may count towards either the grains component or the meat/meat alternate component, but not as both in the same meal.
- Bran and germ are credited the same as whole-grain or enriched meal or flour.
- Pie crust used as part of the main dish (i.e., for meat turnovers or meat pies) is allowed as a grain item.
- Non-sweet snack foods such as hard pretzels, hard bread sticks, and chips made from whole-grain or enriched meal or flour can be used to meet the grain requirement.
- Sweet grain-based foods should not be served as part of a snack more than twice a week.
- Choose whole grains and whole-grain products when possible to provide additional vitamins, minerals, and fiber; see *Building a Healthy Plate* for more information on identifying and serving healthy whole-grain products.

## Meat and Meat Alternates



Allowable food items:	<p>Meat, fish, poultry, and eggs, such as:</p> <ul style="list-style-type: none"> <li>○ Beef, chicken, fish, ham, pork, turkey, eggs</li> </ul> <p>Cheese, such as:</p> <ul style="list-style-type: none"> <li>○ American, cheddar, cottage, mozzarella, Parmesan, ricotta, Swiss</li> </ul> <p>Dry beans and peas, such as:</p> <ul style="list-style-type: none"> <li>○ Black beans, black-eyed peas, chickpeas, kidney beans, lentils, pinto beans, refried beans, soybeans,</li> </ul> <p>Nuts and seeds, such as:</p> <ul style="list-style-type: none"> <li>○ Almonds, cashews, hazelnuts, peanuts, pecans, pumpkin seeds, sesame seeds, sunflower seeds, walnuts</li> <li>○ Nut butters: almond, peanut, etc.</li> </ul> <p>Yogurt</p> <ul style="list-style-type: none"> <li>○ Commercially produced yogurt, plain or flavored, unsweetened or sweetened, whole-fat, low-fat, or fat-free</li> </ul> <p>Alternate protein product (APP)</p> <ul style="list-style-type: none"> <li>○ Products mixed or made into food items, such as ground beef patties, meat loaf, tuna salad, chicken nuggets, pizza toppings</li> </ul>
Guidelines:	<ul style="list-style-type: none"> <li>• Meat or meat alternates must be served at lunch and supper.</li> <li>• Meat and meat alternates may be served as part of a</li> </ul>

snack or as an additional item at breakfast.

- Dry beans and peas cannot be credited as both a vegetable and meat/meat alternate within the same meal.

#### Nuts and seeds

- Nuts and seeds may fulfill the entire meat/meat alternate requirement for snack, and up to half of the required meat/meat alternate requirement for lunch or supper.
- When combining nuts and seeds with another meat/meat alternate to fulfill the lunch or supper requirement, 1 oz. of nuts or seeds is equal to 1 oz. of cooked lean meat, poultry, or fish.
- Children under 4 years old are at the highest risk of choking; USDA recommends that nuts and seeds only be served to young children ground or finely chopped in a prepared food, and nut butters should be spread thinly on bread or crackers.

#### Yogurt

- For breakfast and snack, 4 oz. or ½ cup of plain, sweetened, or flavored yogurt may be served to equal 1 oz. of meat/meat alternate.
- For lunch and supper, 8 oz. or 1 cup of plain, sweetened, or flavored yogurt may be served to equal 2 oz. of meat/meat alternate.
- Homemade yogurt, frozen yogurt, or other yogurt-flavored products (e.g. yogurt bars, yogurt-covered fruit or nuts, etc.) are not creditable.



## **Serving Additional Foods**

On top of the foods required in the SFSP meal pattern additional foods may be served at meals. Serving additional foods can be beneficial for two reasons. First, additional foods, such as topping condiments, and spreads (ex. honey, jam, jelly, syrup, mayonnaise, salad dressing, butter, margarine, or oil) to improve the palatability of the reimbursable meal. Second, additional foods can provide extra calories and energy to help satisfy children's appetites. If chosen wisely, additional foods can also increase the variety of nutrients offered, such as extra vegetables, fruit, or whole grains. However, some additional foods can be higher in fat, sugar and salt, such as sweets or snacks that do not otherwise satisfy meal pattern requirements. Keep this in mind when menu planning and limit the frequency and amounts you serve foods such as chips, ice cream, and pastries. If a site chooses to purchase additional food with SFSP funds, the food must be creditable under the meal pattern requirements. Condiments, such as ketchup or jam, that are served with creditable food are exempt from this restriction and can be purchased with Program funds. If a site wishes to serve additional foods that do not meet SFSP meal pattern requirements, the site must use non-Program funds to purchase foods. See SFSP 06-2012: *Serving Additional Foods in SFSP*, November 23, 2011, ([http://www.fns.usda.gov/sites/default/files/SFSP06-2012\\_1.pdf](http://www.fns.usda.gov/sites/default/files/SFSP06-2012_1.pdf)) for more information.

One of the most important steps in ensuring all the meal pattern requirements are met is determining how a food credits toward each required meal component.

### **Food Buying Guide for Child Nutrition Programs**

The *Food Buying Guide for Child Nutrition Programs* (FBG) is the principal tool for SFSP sponsors to determine the specific contribution each food makes toward the meal pattern requirements for foods produced on site or for foods purchased commercially. The guide contains a wealth of information that will help with crediting foods and can assist with planning meals and purchasing foods that meet the SFSP requirements.

FNS would like to emphasize that while the FBG presents crediting information for a wide variety of foods, it is not an exhaustive list of all creditable foods. The memorandum TA 01-2015 *Child Nutrition Programs and Traditional Foods* ([http://www.fns.usda.gov/sites/default/files/TA01-2015\\_Child\\_Nutrition\\_Programs\\_and\\_Traditional\\_Foods.pdf](http://www.fns.usda.gov/sites/default/files/TA01-2015_Child_Nutrition_Programs_and_Traditional_Foods.pdf)) clarifies that traditional foods may be served in Child Nutrition Programs and includes examples of how traditional foods may contribute towards a reimbursable meal. Sponsors should work with

## Crediting Foods

their State agency when they have questions related to the crediting of foods. The FBG can be reviewed and downloaded at: <http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>.

The FBG also helps sponsors calculate and buy the right amount of food and the appropriate type of food. See *How to Use the Food Buying Guide* section of this Guide for more information. In addition, the Institute of Child Nutrition offers a FBG calculator to help Child Nutrition Program operators create a shopping list (<http://fbg.nfsmi.org/Default.aspx>).

### Child Nutrition Labels

USDA's Child Nutrition (CN) Labeling Program gives food manufacturers the option to include a label on their product that clearly identifies how the product contributes toward the meal pattern requirements. It provides a warranty against auditing claims if the product is used according to the manufacturer's directions.

CN Labels are only available for items that contribute towards the meat/meat alternate component of the meal pattern. Some examples include, but are not limited to, beef patties, cheese or meat pizzas, meat or cheese and bean burritos, breaded fish, and chicken portions.

While a CN-labeled product is guaranteed to contain a certain quantity of food, it does not indicate that the quality of the food is any different than a non CN-labeled food, or that it is safer to eat or free of pathogens or allergens. Additionally, sponsors should be aware that products that do not have a CN Label may still be creditable. To learn more about the CN Labeling Program visit: <http://www.fns.usda.gov/cnlabeling/child-nutrition-cn-labeling-program>.

### Product Formulation Statements

When a sponsor purchases a product without a CN Label, a signed Product Formulation Statement on manufacturer's letterhead may be requested to demonstrate how the processed product contributes to the meal pattern requirements. An appropriate Product Formulation Statement will provide specific information about the product and show how the food credits toward the meal pattern requirements. Ultimately, it is the program operator's responsibility to keep records to document that meals served fulfill the meal pattern requirements.

For more information on accurately documenting a product's contribution to the meal pattern requirements see FNS memorandum TA 07-2010 (v.3) *Guidance for Accepting Processed Product Documentation for Meal Pattern Requirements*: <http://www.fns.usda.gov/sites/default/files/cn/TA07-2010v3os.pdf>.

FNS is committed to ensuring that all children, including children with disabilities, have access to healthy meals that meet their dietary needs.

### **Disabilities**

Current regulations and guidance require Child Nutrition Program operators to provide reasonable meal and snack accommodations for children whose disability restricts their diet when supported by a medical statement signed by a licensed physician or a licensed health care professional who is authorized to write medical prescriptions under State law (health care professional). The medical statement must identify the disability, why the disability restricts the child's diet, the major life activity affected by the disability, the foods to be omitted and the foods that can be substituted. A statement from the child's physician or a health care professional is required because it ensures that the requested substitutions are medically appropriate and meet the nutritional needs of that child, and to justify that the modified meal is reimbursable.

Sponsors are required to make reasonable accommodations for children with disabilities, however they are not expected to make accommodations that are so expensive or difficult that they would cause the sponsor undue hardship. In most cases, children with disabilities can be accommodated with little extra expense or difficulty.

## **Substitutions and Exceptions**

### **Medical or Special Dietary Needs**

Meal or food substitutions may be made at a sponsor's discretion for a child with a non-disability medical or special dietary need. Such determinations must be made on a case-by-case basis and must be supported by a medical statement that identifies the medical or special dietary need and which foods should be omitted and foods that should be substituted. This medical statement must be signed by a recognized medical authority or other health professional specified by the State agency.

Sponsors should be aware that meal or food substitutions for non-disability medical or special dietary needs that are outside the meal pattern are not reimbursable.

### **Non-Dairy Milk Substitutes**

Schools participating in SSO or in SFSP and following the National School Lunch Program meal patterns may offer non-dairy milk substitutes to children who cannot consume fluid milk due to a medical or special dietary need that does not rise to the level of a disability. Schools must receive a written request from a recognized medical authority or a parent or guardian that identifies the child's medical or dietary reason for needing a milk substitute (7 CFR

210.10(m)(2)). In addition, in order for the meal to be reimbursable, non-dairy beverages served in lieu of fluid milk must be nutritionally equivalent to milk and provide specific levels of calcium, protein, vitamins A and D, magnesium, phosphorus, potassium, riboflavin, and vitamin B-12 (7 CFR 210.10(d)(3)). Schools that decide not to offer milk substitutions for children with medical or special dietary needs must communicate this decision to all households.

### **Food Allergies**

A food allergy is a reaction of the body's immune system to a protein in a food called an allergen. Food allergies can be serious, life-threatening conditions and should be diagnosed by a licensed physician or board-certified allergist. Symptoms of a food allergic reaction may include a skin rash, hives, itchy, watery eyes, swelling of lips, tongue, and throat, itching in the mouth or throat, nausea, vomiting, diarrhea, difficulty breathing, or loss of consciousness. More than 170 foods are known to cause an allergic reaction in some people, but there are eight foods that most commonly trigger such reactions: cow's milk, eggs, peanuts, tree nuts, fish, shellfish, soy, and wheat.

A food allergy may be assessed as a disability by a physician or a licensed health care professional. Therefore, reasonable accommodations as prescribed by the licensed physician or the licensed health care professional must be made.

When a child at the site has a food allergy, it is extremely important that food service staff or any supervising adults handling food avoid cross-contact. Cross-contact happens when one food comes into contact with another food and their proteins mix. As a result, each food contains small amounts of the other food. These amounts may be so small that they cannot be seen. These tiny amounts of food protein can cause reactions in people with food allergies. An example of cross-contact is when a knife is used to spread peanut butter and it is only wiped off before being used to spread the jelly. There could be enough peanut butter left on the knife that it could cause a reaction in a child with a peanut allergy. All equipment and utensils must be cleaned with hot, soapy water before being used to prepare allergen-free foods. For more information on cross-contact visit the Food Allergy Research & Education Avoiding Cross-Contact web page: <http://www.foodallergy.org/cross-contact>.

### **Dietary Preferences**

Sponsors are not required to make food substitutions based solely on a parent's, guardian's, or child's personal or taste preferences. The meal patterns are designed to be flexible and, with advance notice, may accommodate parents' or guardians' concern about religious food restrictions or preference for their child to eat vegetarian meals.

## **Documenting Meals**

Keeping good records of the meals you prepare and serve each day is part of any successful food service operation. Records are a valuable written history of your summer site operations and can be used for future reference when menu planning. They also help sponsors spot trends, track what menus work best with the children, and decide what changes should be made.

Good recordkeeping is essential because it is the sole basis for reporting the number of meals you serve, and in State reviews records demonstrate that the meals served at your site comply with the SFSP requirements. Full and accurate records must be kept of allowable program costs as well as the number of program meals served to support each claim for reimbursement. For more information on record keeping see *Menu Production Records* in this Guide.

## Making the Most of Summer Meals

In this section you will find information on:

- How to plan menus
- How to serve more nutritious foods
- How to create a cycle menu
- Sample menu and recipe ideas
- Meal service options: offer vs. serve and family style meals

Menu planning for summertime involves a variety of considerations. Most importantly, the menu should meet a child's nutritional needs and the SFSP meal pattern requirements. Children's preferences, recipes, seasonal products, serving location, food costs, food safety and handling, equipment, and labor must also be considered.

Key logistical considerations for menu planning include: the location, practicality, using cycle menus, calculating serving sizes and costs, delivering of the food, keeping food safe, and checking your budget, inventory, labor, and equipment. For example, if food is going to be served outdoors or delivered to a playground or campsite, make the menu practical and appealing for this setting.

### Summer Menu Planning: The Basics

Planning a successful menu that is tasty, nutritious, and affordable takes some time and effort.

First, you must take into consideration logistics, including: the location, practicality, using cycle menus, calculating serving sizes and costs, delivering of the food, keeping food safe, and checking your budget, inventory, labor, and equipment. For example, if food is going to be served outdoors or delivered to a playground or campsite, make the menu practical and appealing for this setting. If you have on-site cooking facilities, try using standardized recipes, when they are available. A standardized recipe is a recipe that gives the same good results every time. See *Using Standardized Recipes and Quantity Recipes* in the Guide for more information. Finally, make sure to think about preparation time, extra needs and resources, such as ice, straws, and garbage bags.

Along with logistical considerations and ensuring the meal meets the SFSP meal pattern requirements, it is important to design meals that children will eat. Make sure that the menus you develop offer a variety of colors, textures, and flavors, and are culturally appropriate for the children attending your summer sites. Offering a combination of hot and cold foods can make the meals even more appealing. In addition, if very young children attend your site, make sure the food offered is in a form that is easy for them to chew and swallow. See Choking Risks in the *Reference Section* for more information.

It is also important to consider the Dietary Guidelines recommendations to get

adequate nutrients within calorie needs while increasing the use of whole-grains, fresh fruits, vegetables, and low-fat or fat-free milk and milk products, and limiting saturated and *trans* fat, added sugars, and sodium. Refer to the next section *How to Build a Healthy Plate* in this Guide for recipes and tips on incorporating a wide variety of nutritious foods in your summer menu. In addition, you can use the Summer Menu Checklist in the *Reference Section* to evaluate menus.

Using a lunch meal as an example, here are some steps to follow when creating a summer menu:

1. Begin with the main dish or entrée.  
Think of a source of protein from the meat or meat alternate group. Or, sometimes grains, vegetables, or fruits may also be part of the main dish, such as a taco, burrito, or chef's salad.
2. Choose a combination of a fruit and a vegetable that go well together and with the main dish.
3. Include a whole-grain that is rich in fiber.
4. Serve low-fat or fat-free milk as the beverage.

## How to Build a Healthy Plate

FNS understands that many sponsors may want to go further when it comes to serving healthier meals to children at summer sites. In recognition of this, FNS developed best practices and tips to help sponsors serve more nutritious meals that are based on the Dietary Guidelines. Following these best practices allows sponsors to ensure that children are getting the optimal benefit from the meals they receive at summer sites. FNS applauds those sponsors that find ways to incorporate these best practices into their meal service. Below are the best practices and tips on how to build a healthy plate.

### Build a Healthy Plate with Fruits

Most children 4 years and older do not consume enough fruit. You can help by offering different fruits on your menu. Offering a variety of fruits during the week can:

- Teach healthy eating habits children will use for life.
- Add color, texture, and flavor to children's plates.
- Give children the vitamins and minerals they need to grow and play.
- Promote proper digestion, help children feel full, and maintain a healthy weight by providing dietary fiber.

### Best Practices for Fruits:

- Serve a variety of fruits and choose whole fruits (fresh, frozen, or canned in 100% juice or water) more often than juice. Get creative and try fruits that are in season during the summer, like melons, berries, tropical fruits like mango or kiwis, and cherries.
- Make at least one of the two required components of snack a fruit or a vegetable. Try serving carrots with peanut butter, fresh or frozen mango with yogurt, or apple slices with low-fat cheese.



### *What type of fruits should I offer?*

- Fresh, frozen, canned, and dried fruits are all great choices. Introduce kids to the whole rainbow of fruit choices – each fruit has its own unique flavor and nutrients. Providing different choices each day helps children get the nutrition they need.
- Limit fruit juice. While 100% fruit juice can be part of a healthy diet, it does not contain the dietary fiber found in other forms of fruit.
- Include good sources of potassium, such as bananas, dried plums, cantaloupe, honeydew melon, nectarines, raspberries, and orange juice. Potassium can help children maintain a healthy blood pressure.

### *How can I serve fruits and juices with no added sugars?*

It is easy for children to get too many added sugars from foods and beverages. The extra calories from these added sugars can make children feel full before they've had a chance to get the nutrients they need from other foods. Extra calories from added sugars also make it harder for children to maintain a healthy weight. Since fruits are naturally sweet, it can be easy to get children to eat them without adding sweeteners like sugar, corn syrup, and honey. Here are a few tips:

- Serve fresh fruit instead of fruit-based desserts, such as fruit pies, cobblers, and crisps.
- Purchase fruit canned in water or 100% fruit juice instead of syrup. Offer unsweetened applesauce and try sprinkling ground cinnamon on top.
- Purchase frozen fruit that does not contain added sugars.
- Serve 100% fruit juice instead of fruit-flavored drinks or soda, including cola, lemon lime, root beer, or orange soda.
- Offer raisins or other unsweetened dried fruit instead of chewy fruit snacks or strips, fruit drops, candy, or sweets. Since it is easy to eat a lot of dried fruit in a short time, it is best to serve unsweetened dried fruit in a ¼ cup serving. Eating ¼ cup of dried fruit is like eating ½ cup of fresh fruit.



### **Build a Healthy Plate with Vegetables**

Most children 2 years and older do not eat enough vegetables or a variety of vegetables. You can help by offering a variety of vegetables during the week. Serving vegetables at meals and snacks can:

- Give children the nutrients they need to grow and play.
- Help children maintain a healthy weight as they grow.
- Provide dietary fiber to help children feel full.
- Create healthy eating habits children will keep for life.
- Add color, crunch, and flavor to children's plates.





### Best Practices for Vegetables:

- Vary the vegetables served throughout the week. Aim to offer a variety of vegetables
  - Dark green vegetables (e.g. broccoli, spinach, and other dark green vegetables);
  - Red and orange vegetables (e.g. carrots, red bell peppers, and tomatoes);
  - Beans and peas (legumes) (e.g. black beans, garbanzo beans (chickpeas), lentils, split peas, pinto beans, and white beans);
  - Starchy vegetables (e.g. corn, green peas, green lima beans, and potatoes); and
  - Other vegetables (e.g. cabbage, celery, summer squash, and green beans).
- Offer more filling meals by adding extra vegetables. At self-prep sites, toss peppers, spinach, or cherry tomatoes into a pasta or add some extra broccoli, snap peas, or mushrooms to a stir-fry.
- Make at least one of the two required components of snack a fruit or a vegetable. Try serving carrots with peanut butter, fresh or frozen mango with yogurt, or apple slices with low-fat cheese.

### *What type of vegetables should I offer?*

- Fresh, frozen, or canned vegetables are all great choices. Each vegetable contains different amounts of nutrients and fiber, so vary the vegetables you serve. Providing different choices each day helps children get the nutrition they need.
- Brighten children's plates with dark green, red, and orange vegetables.
- Incorporate a variety of dry beans and peas into the meal. Offer bean dips or mashed black bean burritos. (Remember: dry beans and peas may be considered both as a vegetable and a meat alternate; however, they cannot be credited as both a vegetable and a meat alternate in the same meal.)

### *How can I serve a variety of vegetables low in sodium and solid fats?*

Since vegetables are naturally low in sodium (salt) and solid fats, prepare and serve

vegetables without adding too much salt or solid fats like butter, stick margarine, cream sauces, and regular, full-fat cheese. Here's how:

- Use herbs or no-salt spice mixes instead of salt, butter, or stick margarine to season vegetable dishes.
- Offer fresh vegetables more often instead of breaded and fried vegetables, including fried white potatoes.
- Purchase canned vegetables and beans labeled “no salt added” or “low sodium.” If these are not available, reduce sodium by draining and rinsing canned foods before preparing. Choose fat-free refried beans, or reduced-sugar and reduced-sodium versions of baked beans.
- Use frozen vegetables that do not contain added solid fats, sugars, and sodium.
- Go light on the salad dressings, sauces, and dips.

### **Build a Healthy Plate with Legumes (Beans and Peas)**

Dry beans and peas are unique foods. They are nutritious, inexpensive, and creditable as either a vegetable or a meat alternate in the SFSP meal pattern. They are great sources of protein, iron, zinc, folate, and fiber. Most children 2 years and older do not consume enough vegetables, including dry beans and peas. You can help by offering beans and peas on your menu. Offering dry beans and peas as part of a meal or snack can:

- Help children feel full longer and maintain a healthy weight as they grow.
- Promote proper digestion.
- Add shape, texture, and flavor to children's plates.

### **Best Practice for Legumes (Beans and Peas):**

- Offer a variety of different protein foods throughout the week, such as lean meats, legumes (beans and peas), and nuts. Keep it fun by adding themes to meals, such as a southwestern lunch with bean and vegetable chili and cornbread.

*What type of dry beans and peas should I offer?*

- Fresh, canned, or frozen dry beans and peas are all great choices.
- Mix things up by providing different types of beans and peas each week to help children get the nutrition they need, as well as taste new foods.
- Remember: dry beans and peas may be considered both as a vegetable and a meat alternate; however, they cannot be credited as both a vegetable and a meat alternate in the same meal.

*How can I reduce sodium and solid fats when serving dry beans and peas?*

Dry or frozen beans and peas are naturally low in sodium (salt) and solid fats. Prepare and serve beans and peas without adding too much salt or solid fats like butter, stick margarine, cream sauces, and regular, full-fat cheese. Here's how:

- Purchase canned beans labeled “no salt added” or “low sodium.” If these are not available, rinse and drain the canned beans to reduce the sodium content.
- Pour a bag of dry beans into a bowl of water on the kitchen counter. Soak dry beans overnight without adding any salt, and discard the soaking water and cook the next day.
- Choose fat-free refried beans, or reduced-sugar and reduced-sodium versions of

baked beans.

- Use herbs or no-salt spice mixes instead of salt, butter, or stick margarine to season bean dishes. This will lower solid fats, sodium, and calories in the dishes while adding flavor. Garlic, celery, onion, and carrots complement the flavors of dry beans and peas.

### **Meat and Meat Alternates: Build a Healthy Plate with Protein**

Children should eat a variety of meat and meat alternates each week. These foods include fish, shellfish, dry beans and peas, nuts, and seeds, as well as lean meats, poultry, and eggs. Most children 2 years and older do not consume enough fish, shellfish, and dry beans and peas. You can help by offering different meat and meat alternates on your menu. Include a variety of meat and meat alternates at meals and snacks to:

- Give children the protein, B vitamins, and minerals (like iron, zinc, and magnesium) they need to grow, play, and learn.
- Protect children's hearts, brains, and nervous systems with heart-healthy oils from fish and seafood.
- Help children feel full for longer with protein.

### **Best Practices for Meat and Meat Alternates:**

- Offer a variety of different protein foods throughout the week, such as lean meats, legumes (beans and peas), and nuts. Keep it fun by adding themes to meals, such as a southwestern lunch with bean and vegetable chili and cornbread.
- Limit serving processed meats and poultry, such as hot dogs, bologna, luncheon meat, pepperoni, and sausages, to no more than once per week.
- Choose low-fat or reduced-fat cheeses and yogurts. Get children excited about yogurt by letting them build their own yogurt parfait. Just like a salad bar, set up toppings for children to add to their yogurt. Some toppings may include sliced or cubed fruit (apples, bananas, mango, kiwis, and melon) or whole grain granola.

### *What types of meat and meal alternates should I offer?*

Providing different choices each day helps children get the nutrition they need and introduces them to new foods.

- Fish and seafood (fresh, frozen, or canned) are good choices for mealtime. Try salmon, tuna, trout, and tilapia prepared in different ways: baked, grilled, or in sandwiches or tacos.
- Poultry, like chicken or turkey, can be served grilled, roasted, or in pastas or burritos.
- Look for lean cuts of meat, including beef, pork, and lamb. Try round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts. The leanest pork choices include pork loin, tenderloin, or center loin.
- Choose the leanest ground meats possible (including beef, pork, chicken, and turkey), preferably meats labeled "90% lean" or higher. The higher the % number, the lower the amount of solid fats in the meat.
- Offer unsalted, chopped, or finely ground nuts and seeds (including almonds,

mixed nuts, peanuts, walnuts, sunflower seeds), and peanut and sunflower seed butters spread thinly.

- Prepare and serve eggs in different ways. Try hard-boiled egg slices, scrambled eggs, or deviled eggs (prepared with low-fat mayo or mustard). Make sure the egg whites and yolks are cooked thoroughly to avoid foodborne illness.
- Cooked, canned, or frozen dry beans and peas are all great options. Vary the choices for dry beans and peas.
- Yogurt and cheese can be credited as a meat alternate. Offer yogurt labeled fat-free or low-fat (1%). When selecting cheese, choose low-fat or reduced-fat versions.
- Serve processed soy products, such as meatless “chicken” nuggets or soy burgers that are creditable. To credit soy products as a meat alternate, they must have a Child Nutrition (CN) Label or a company-certified product formulation statement. (Use only creditable products; check with your State agency or sponsoring organization for additional guidance.)
- Remember: some children coming to your site may be allergic to fish, shellfish, soy, milk, wheat, eggs, nuts, and seeds. Actively supervise children when serving these foods.

*How can I serve a variety of meat and meat alternates low in sodium and solid fats?*

Be sure to start with lean choices for meat and meat alternates. Use recipes without adding too much sodium (salt) or solid fats like butter, stick margarine, cream sauces, gravy, and regular, full-fat cheese. Here’s how:

- Use herbs or no-salt spice mixes instead of salt, butter, or stick margarine to season dishes. This will lower solid fats, sodium, and calories in the dishes while adding flavor.
- Trim away visible fat from meats and poultry before cooking. Remove the skin from chicken and turkey to reduce the amount of solid fats. Drain off any fat that appears during cooking.
- Boil, grill, roast, poach, or boil fish, meat, or poultry instead of frying. These cooking methods do not add extra fat and calories. Keep in mind that breading adds extra calories, and frying causes food to soak up more fat during cooking.
- Limit serving highly processed poultry, fish, or meat (like hotdogs, chicken nuggets, and fish sticks) to once weekly. Even “reduced-fat” meats and cold cuts, like sausage, bologna, and salami, may be high in solid fats, sodium, and calories. Use canned tuna or salmon (packed in water) for sandwiches in place of deli or lunch meats, which are often higher in sodium.
- Purchase canned beans, fish, and meat labeled “no salt added” or “low sodium.” If these are not available, reduce sodium by draining and rinsing canned foods before preparing. Choose fat-free refried beans or reduced-sugar and reduced-sodium versions of baked beans.
- See *Choose MyPlate* for additional ideas on lean choices for meat and meat alternates: <http://www.choosemyplate.gov/protein-foods>

### **Build a Healthy Plate with Whole Grains**

Any food made from wheat, rice, oats, cornmeal, barley, or cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of

grain-rich products. Whenever possible, whole grain-rich versions of these grain products should be offered. Whole grain-rich foods are food products that are not 100 percent whole grain, but contain at least 50 percent whole grains and the remaining grains are enriched. Most children 2 years and older do not consume enough whole grains or other foods rich in dietary fiber. You can help by providing children with a variety of whole grains during the week. The Dietary Guidelines recommend making at least half your grains whole grains. Increase the amount of whole grains in children's diets by purchasing, preparing, and serving foods that contain a whole as the first ingredient in the ingredient list. Including whole grain-rich foods in meals and as snacks can:

- Give children the B vitamins and minerals they need for energy to play and learn.
- Promote proper digestion.
- Help them feel full longer and maintain a healthy weight as they grow.
- Add texture and flavor to their plate.

### Best Practices for Grains:

- Provide at least two servings of whole-grains per day:
  - Check the ingredients list on the food package to see if the food is made with whole-grains. Look for the word “whole” in the ingredient first on the list or second after water—that means there is more of it than other ingredients. Some examples of whole-grain ingredients are whole wheat, brown rice or wild rice, oatmeal, bulgur, whole-grain corn, or quinoa.
  - Make simple switches by using whole-wheat versions of grains already in meals, such as brown rice, whole-wheat pasta, or 100% whole-wheat bread.

*What type of grains should I offer?*

Instead of:	Choose Whole Grains:
White rice	Brown rice, wild rice, quinoa
White flour	Whole-wheat flour
White or wheat bread	Whole grain-rich bread
Noodles, pasta, spaghetti	Whole-wheat pasta or whole grain-rich noodles
Flour tortillas	Whole grain-rich or whole-corn tortillas
Crackers	Whole grain-rich crackers
Degermed cornmeal	Whole grain-rich cornmeal

*How can I tell whether a product is whole grain-rich?*

- Take a look at the ingredient list. Choose products that name a whole-grain ingredient first on the list or second after water – that means there is more of it than the other ingredients.
- Look for “whole wheat,” “brown rice,” “oatmeal,” “bulgur,” “buckwheat,” “whole corn,” “whole-grain cornmeal,” “whole oats,” “whole rye,” or “wild rice.” For foods made of multiple grains, make sure the whole-grain ingredients appear near the beginning of the ingredient list.
- Use the Nutrition Facts label to check the fiber content of whole grain-rich foods.

Choose those higher in dietary fiber. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

- Remember: the color of a grain or bread product is not an indication that it is a whole-grain food. Bread can be brown because of molasses or other added ingredients. Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually *not* whole grain-rich products, and might not contain any whole grain.

*How can I limit added sugars and solid fats when serving whole grain-rich foods?*

- Check the ingredient list of whole grain-rich products for added sugars. Look for sugar, honey, and ingredients ending in “-ose.” If present, make sure they are *not* one of the first three ingredients on the ingredient list. For a naturally sweet taste, try topping whole grain-rich foods with fresh, frozen, or canned fruit slices (canned in 100% fruit juice or water).
- Be aware of solid fats in grain foods and toppings by reading the ingredient list. Instead of butter, shortening, lard and oils with the word “hydrogenated” in the ingredient list, choose those made from vegetable oils that are *not* hydrogenated.
- Choose toppings wisely for toast, hot cereals, pasta, noodles, and rice. Instead of adding butter, stick margarine, lard, bacon, cream sauces, and regular, full-fat cheese, use vegetable oils, low-fat cheeses, marinara sauce, or steamed vegetables as toppings.

### **Build a Healthy Plate with Dairy**

Children who consume dairy products such as milk, milk substitutes, yogurt, and cheese get many important nutrients and have healthier diets than those who don’t. However, many children ages 2 to 3 years, and most children 4 years and older, do not consume enough milk and dairy products. You can help by offering fat-free and low-fat milk during the day to:

- Provide children with nutrients such as protein, calcium, vitamin D, and potassium.
- Help build strong bones, teeth, and muscles in growing children.
- Increase the chance that children will drink milk when they are older.

### **Best Practices for Dairy:**

- Serve only unflavored low-fat or fat-free milk.
- Choose low-fat or reduced-fat cheeses and yogurts. Get children excited about yogurt by letting them build their own yogurt parfait. Just like a salad bar, set up toppings for children to add to their yogurt. Some toppings may include sliced or cubed fruit (apples, bananas, mango, kiwis, and melon) or whole grain granola.

*What type of milk should I offer children over 2 years old?*

Fat-free and low-fat (1%) milk options have the same amount of calcium and other important nutrients as whole and reduced-fat (2%) milks, but much less fat. Starting at age 2, children should drink:

- Fat-free or low-fat (1%) milk, or
- Fat-free, or low-fat, lactose-free or lactose-reduced milk.



*How can I serve fat-free and low-fat milk?*

- Offer unflavored, fat-free and low-fat milks most often. These have less added sugar and fewer calories than flavored, whole, or reduced-fat milk.
- Offer lactose-reduced or lactose-free milk to children who are lactose-intolerant.

### **Making Water Available**

When children are thirsty between meals and snacks, water is the best beverage choice. The amount of water needed will vary among children and increase on hot summer days and during physical activity. You can help by making safe drinking water freely accessible to children throughout the day. Drinking water can:

- Keep children hydrated and healthy.
- Help build and maintain strong teeth, if water includes fluoride.
- Help rinse food from teeth and reduce acid in the mouth, both of which contribute to dental cavities. Help children develop a habit of drinking water that they will keep for life.

### **Best Practice for Water:**

- Make water available as an additional beverage. Try adding sliced fruit (ex. lemons, limes, or berries) or cucumbers to water for a tasty twist.

### **Additional Best Practices:**

- Incorporate seasonal and locally produced foods into meals for the freshest and highest-quality foods. Find out how by checking out the Farm to Summer resources [<http://www.fns.usda.gov/farmtoschool/farm-summer>].
- Prepare and serve hot meals when the appropriate foodservice equipment is available. Have a popular cold sandwich as a backup option in case the hot items run out.
- Offer children who participate in the summer meal program the opportunity to sample menu items and give their feedback. Taste test activities introduce children to new foods in a fun and positive way.
- Consider offering meals for parents so that they feel welcome as well. Program policy permits meals to be sold to parents and caregivers (also known as “Non-Program Adults) at cost. Parents and caregivers can sit with their children and enjoy lunch, which can enhance the appeal of sites as a family gathering spot.

### **Limiting Sodium, Solid Fats, and Added Sugars**

When planning your summer menu, it is important to consider the amount of sodium (salt), solid fats, and added sugars that may be in the foods you serve.

#### Sodium

Nearly everyone benefits from eating foods with less sodium. On average, blood pressure goes up with sodium intake. Most sodium comes from processed and ready-to-

eat foods, which usually come in cans, jars, packages, and boxes. Offering children minimally processed foods available, such as chicken breast instead of chicken nuggets or fresh vegetables instead of canned vegetables, is an important way to help them reduce sodium intake and stay healthy. Choose fresh foods when possible and check Nutrition Facts labels to compare packaged and canned foods and choose those with less sodium. Foods that are low in sodium have less than 140 mg or 5% Daily Value (DV). Serving foods lower in sodium can help children learn to like and enjoy foods with a less salty taste. For more information on enjoying a variety of foods with less sodium, see: <http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-salt.html>. For recipes and to boost flavor with less sodium see: <https://healthymeals.nal.usda.gov/whatsshaking>.

### Solid fats

Americans consume too many foods that are high in solid fats. Solid fats, which are solid at room temperature, are high in saturated or *trans* fats and can increase blood cholesterol levels. Solid fats are found in butter (milk fat), beef fat, chicken fat, pork fat (lard, bacon), stick margarine, and shortening. The fat in milk is also considered solid. You can help by offering children fewer foods that are high in solid fats or replacing solid fats with healthy oils (canola, corn, cottonseed, olive, safflower, sunflower, etc.), which come from many different plants (nuts, olives, avocados) or fish and are liquid at room temperature. Compared to solid fats, oils are a healthier option. Oils are a good source of healthy unsaturated fats and are generally cholesterol-free. For more information on solid fats, see: <http://www.choosemyplate.gov/weight-management-calories/calories/solid-fats.html>

### Added sugars

Sugars are found naturally in fruits, milk, yogurt, and cheese. However, the majority of sugars in typical American diets are “added sugars.” Added sugars are often called “empty calories” because they add calories to the diet without offering nutrients. The extra calories from added sugars make it harder for children to grow at a healthy weight, and may contribute to weight gain; sugar also increases the risk for dental cavities. Sodas, fruit drinks, cakes, pies, cookies, dairy desserts, and candy are the major sources of added sugars for children and adolescents 2 to 18 years old. Check ingredient lists for added sugars, including: high fructose corn syrup, white sugar, brown sugar, honey, molasses, corn syrup solids, raw sugar, fruit juice concentrates, malt syrup, maple syrup, pancake syrup, or other ingredients ending in “-ose,” such as maltose or fructose. Choose foods that do not list added sugars among the first three ingredients in the ingredient list. For more information on added sugars, see: <http://www.choosemyplate.gov/weight-management-calories/calories/added-sugars.html>

See **FNS Resources** in the *Resource Section* to find more useful resources to help you implement the best practices for promoting nutrition in summer meals.



## Incorporating Local Foods

Sponsors can further improve the quality and appeal of their meals with local products. Summer is a great time to incorporate the bountiful harvest of fresh fruits, vegetables, and other local foods. Local foods span the entire meal, from fruits and vegetables to dairy, grains, meat, eggs, and beans. There are numerous benefits to “bringing the farm” to summer meal sites:

- Sponsors can increase participation by improving the quality of meals and keeping kids engaged through hands-on activities.
- Schools can develop continuous, year-round farm to school programming, and test out cooking techniques and recipes using local foods.
- Regional producers benefit from a reliable outlet for their products during the summer months.
- And kids and teens get fresh, healthy meals and participate in activities at meals sites, staying nourished and engaged while school is out.

To learn more about how to bring the farm to your summer program refer to memorandum SFSP 07-2016, *Local Foods and Related Activities in Summer Programs, with Questions and Answers* ([http://www.fns.usda.gov/sites/default/files/SP07\\_SFSP07-2016os.pdf](http://www.fns.usda.gov/sites/default/files/SP07_SFSP07-2016os.pdf)), and USDA’s Farm to Summer website (<http://www.fns.usda.gov/farmtoschool/farm-summer>). Additionally, check out the *Procurement and Purchasing* section of this Guide for information on how to incorporate local foods into your menus.

## Creating a Cycle Menu

Planning menus in advance can help to ensure a successful food service operation. One way to do this is to develop a cycle menu. A cycle menu is a set of planned menus that are repeated in the same order for a period of time, usually 2, 3, or 4 weeks. The menu is different every day during the cycle. A cycle menu offers variety and is flexible to allow for substitutions. It is the master plan of meal planning.

Cycle menus can be adjusted as follows:

- Replace foods that not are available
- Observe birthdays and other special occasions
- Introduce new foods and try new recipes
- Take advantage of seasonal foods or best buys. Seasonality of food varies by region. Sponsors can search seasonality charts for their area, such as Washington State Department of Agriculture’s chart: <http://www.agr.wa.gov/aginwa/docs/seasonalitycharthusscvegetablefinal.pdf>
- Use leftovers wisely
- Consider food acceptability

When planning your menus include a schedule for food purchases, cost control, food preparation time, and delivery.

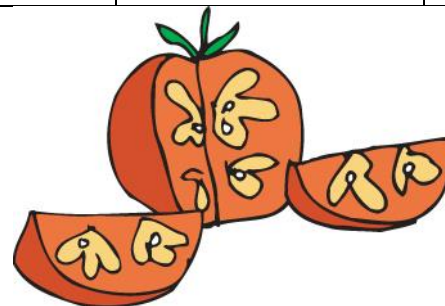
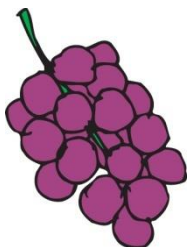
## Sample Cycle Menus

### Sample Cycle Menu 1

The following is a sample 4 week lunch cycle menu from the [Institute of Child Nutrition](#). You may change any of the meals shown, rearrange the order, or make substitutions within a meal. Be sure each new menu offers all the required food components in the SFSP meal pattern. Note the variety of foods, hot and cold food items, and culturally diverse menu suggestions. These sample menus are primarily for on-site preparation. Some suggestions or variations of the suggestions can be used for off-site service at playgrounds or campsites.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Bean & cheese burrito on whole grain tortilla  Mexicali corn  Fresh strawberries  Low-fat or fat-free milk	Sweet and sour chicken  Brown rice  Fresh snap sugar peas  Mandarin oranges  Low-fat or fat-free milk	Whole grain tortilla rollup with hummus and veggies  Romaine salad  Orange slices  Low-fat or fat-free milk	Spaghetti casserole  Mixed spinach and green salad  Fresh cantaloupe  Low-fat or fat-free milk	Oven baked parmesan chicken  Whole grain bread stick  Sweet potatoes  Low-fat or fat-free milk
<b>Week 2</b>	Black bean taco  Fresh sliced cucumber and tomatoes  Fresh peaches  Low-fat or fat-free milk	Tuna sandwich on whole grain bread  Fresh broccoli and cauliflower  Fresh blueberries  Low-fat or fat-free milk	Pork stir fry  Brown rice  Sliced oranges  Steamed broccoli  Low-fat or fat-free milk	Chicken and vegetable soup  Whole grain crackers  Fresh plums  Sweet potato strips  Low-fat or fat-free milk	Mexican pizza on whole grain tortilla  Sliced peppers  Canned peaches  Low-fat or fat-free milk

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 3</b>	Sloppy joes on whole grain bun  Broccoli salad Fruit salad  Low-fat or fat-free milk	Turkey burrito on whole grain tortilla  Refried beans  Fresh honeydew  Low-fat or fat-free milk	Minestrone soup  Whole grain roll  Fresh apples  Low-fat or fat-free milk	Ham and cheese sandwich on whole grain bread  Three bean salad  Fresh watermelon  Low-fat or fat-free milk	Taco salad  Baby carrots  Canned pears  Low-fat or fat-free milk
<b>Week 4</b>	Meatloaf  Whole grain roll  Yellow squash  Frozen raspberries  Low-fat or fat-free milk	Turkey and cheese on whole grain bread  Vegetable soup  Fresh bananas  Low-fat or fat-free milk	Vegetable chili  Corn muffins  Fresh kiwi  Low-fat or fat-free milk	Oven baked chicken  Brown rice  Stir fry vegetables  Frozen peaches  Low-fat or fat-free milk	BBQ pork sandwich on whole grain bun  Steamed zucchini  Mixed fruit  Low-fat or fat-free milk



### Sample Cycle Menu 2 with Local Foods

This cycle menu was developed by the Milton Town School District's Food Service Director. The Director taps into summer's bounty in northern Vermont, and serves locally sourced items whenever possible. These meals can be served at a variety of sites, including libraries and Park and Recreation Departments. Take some inspiration from the menu to add local foods to your menus!

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Week 1</b>	Turkey and cheese sandwich  Carrot sticks and dip  <b>Local apples</b>  Low-fat or fat-free milk	Ham and cheese on whole-wheat bun  Veggie sticks and dip  Fruit selection  Low-fat or fat-free milk	Garden fresh chef salad with turkey and swiss  Fruit selection  Whole-wheat roll  Low-fat or fat-free milk	Sante Fe chicken wrap  Bean and veggie salad  Fresh fruit salad  Low-fat or fat-free milk	SFSP Carnival (spike event) with barbecue, games, and more
<b>Week 2</b>	Turkey and cheese sandwich  Carrot sticks and dip  <b>Local apples</b>  Low-fat or fat-free milk	<b>Local grilled chicken</b>  Chefs salad on <b>local greens</b> and veggies  Dinner roll  Fruit selection  Low-fat or fat-free milk	Ham and cheese on whole wheat bun  <b>Local veggie sticks</b>  Fruit selection  Low-fat or fat-free milk	Chicken tenders  Rice pilaf  Glazed carrots  Fruit selection  Low-fat or fat-free milk	Cheese and pepperoni pizza  <b>Local garden salad</b>  Watermelon  Low-fat or fat-free milk

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 3</b>	Turkey and cheese sandwich  Carrot sticks and dip  <b>Local apples</b>  Low-fat or fat-free milk	Soft serve taco with <b>local beef</b> and cheese  Beans and rice  Fruit selection  Low-fat or fat-free milk	Ham and cheese on whole wheat bun  <b>Local veggie sticks</b>  Fruit selection  Low-fat or fat-free milk	<b>Local chicken</b> salad on <b>local harvest greens</b>  Bread sticks  Fresh strawberries  Low-fat or fat-free milk	Holiday (site closed)
<b>Week 4</b>	Turkey and cheese sandwich  Carrot sticks and dip  <b>Local apples</b>  Low-fat or fat-free milk	Cheeseburger on bun  Potato puffs  Italian beans  Fruit selection  Low-fat or fat-free milk	Garden fresh chef salad with turkey and swiss  Fruit selection  Whole-wheat roll  Low-fat or fat-free milk	<b>Local chicken</b> and <b>local Caesar salad</b> wrap  Fresh fruit cup  Chocolate chip cookie  Low-fat or fat-free milk	Cheese and pepperoni pizza  <b>Local garden salad</b>  Watermelon  Low-fat or fat-free milk
<b>Week 5</b>	Turkey and cheese sandwich  Carrot sticks and dip  <b>Local apples</b>  Low-fat or fat-free milk	Popcorn chicken  Seasoned sweet potato cubes  Fresh steamed broccoli  Fruit selection  Low-fat or fat-free milk	Ham and cheese on whole wheat bun  <b>Local veggie sticks</b>  Fruit selection  Low-fat or fat-free milk	Beef nachos with salsa  Spanish rice  Fruit selection  Low-fat or fat-free milk	Cheese and pepperoni pizza  <b>Local garden salad</b>  Watermelon  Low-fat or fat-free milk

## Summer Menu Ideas

Make a plan to incorporate a variety of fruits, vegetables, and whole grains into your menu!

	Food Items			Menu Ideas
Fruits	Apples Apricots Bananas Blackberries Blueberries Cantaloupe Cherries Grapefruit	Grapes Honeydew Kiwi fruit Mangoes Nectarines Oranges Papaya Peaches	Pears Pineapple Plums Raisins Raspberries Strawberries Tangerines Watermelon	<input type="checkbox"/> Apples and peanut butter <input type="checkbox"/> Fresh fruit and oatmeal breakfast <input type="checkbox"/> Fruit and yogurt parfait <input type="checkbox"/> Fruit salad (fresh, frozen, & canned) <input type="checkbox"/> Green, leafy salad with fruit (canned pineapple or sliced strawberries; serve with balsamic vinaigrette dressing) <input type="checkbox"/> Smoothie (with milk and/or yogurt)
Vegetables, Dry Beans and Peas	<b>Dark green:</b> Bok choy Broccoli Greens Collard Mustard Turnip Kale Spinach Watercress  <b>Dry beans and peas:</b> Black beans Black-eyed peas Chickpeas Kidney beans Lentils Navy beans Pinto beans Soy beans Split peas White beans	<b>Red/orange:</b> Carrots Pumpkin Red Peppers Squash Acorn Butternut Hubbard Sweet potatoes Tomatoes  <b>Starchy:</b> Cassava Corn Green peas Green lima beans Plantains Potatoes Taro Water chestnuts	<b>Other:</b> Artichoke Asparagus Avocado Bean sprouts Beets Brussels sprouts Cabbage Cauliflower Celery Cucumbers Eggplant Green beans Green peppers Iceberg lettuce Mushrooms Okra Onions Parsnips Turnips Wax Beans Zucchini	<input type="checkbox"/> Ants on a log (celery sticks topped with raisins and peanut butter) <input type="checkbox"/> Bean dip or hummus <input type="checkbox"/> Chana Masala (spiced chickpea dish) <input type="checkbox"/> Cold pasta salad <input type="checkbox"/> Egg casserole with veggies & cheese <input type="checkbox"/> Greek salad (cucumber, tomato, olives, feta, and low-fat Greek dressing) <input type="checkbox"/> Grilled veggie sandwich/panini <input type="checkbox"/> Loaded veggie pizza with whole grain-rich crust <input type="checkbox"/> Mexican rice and beans <input type="checkbox"/> Mixed greens salad <input type="checkbox"/> Whole-wheat pasta or lasagna with summer squash <input type="checkbox"/> Salsa with whole grain-rich tortilla chips <input type="checkbox"/> Soup, stew, or chili <input type="checkbox"/> Stuffed peppers with seasoned quinoa or brown rice filling <input type="checkbox"/> Summer veggie skewers <input type="checkbox"/> Sweet potato and chili boats <input type="checkbox"/> Three bean salad <input type="checkbox"/> Vegetable stir-fry <input type="checkbox"/> Veggie burrito or quesadilla <input type="checkbox"/> Veggie roll-up (veggies in a whole grain-rich tortilla with hummus/dressing) <input type="checkbox"/> Veggie sticks with dip
Whole Grains	Amaranth Brown rice Buckwheat Bulgur Millet Oatmeal Whole-grain cereal Rolled oats Quinoa	Whole corn: Tortillas Whole grain: Barley Bread/buns Cornmeal Crackers Noodles Pitas, Rolls Tortillas	Whole rye Wild rice	<input type="checkbox"/> Breakfast dishes: Oatmeal with fruit or whole-grain cereal and yogurt parfait <input type="checkbox"/> Brown rice salad <input type="checkbox"/> Kangaroo pocket (whole grain pita pocket with veggies and fillings) <input type="checkbox"/> Sandwich (whole grain bread) <input type="checkbox"/> Stuffed peppers with seasoned quinoa or brown rice filling <input type="checkbox"/> Tabbouleh salad (bulgur, tomatoes, mint, parsley, lemons, and olive oil) <input type="checkbox"/> Whole-grain barley stew <input type="checkbox"/> Wild rice casserole

## Affordable, Healthy Meals

Serving healthy meals does not have to be expensive! Below are three days' worth of affordable meals\* (breakfast, snack, and lunch or supper) that are filled with whole grains, fruits and vegetables.

### Day One

#### Breakfast

Item	Serving Size	Cost
Whole Grain French Toast Sticks	4 sticks	\$ 0.34
Banana	1/2 cup	\$ 0.22
Low-Fat (1%) Milk	8 oz.	\$ 0.18
<b>Total:</b>		<b>\$ 0.74 (per serving)</b>

#### Snack

Item	Serving Size	Cost
Low Fat Cheese Stick	1 oz.	\$ 0.24
Apple slices with cinnamon	3/4 cup	\$ 0.63
<b>Total:</b>		<b>\$ 0.87 (per serving)</b>

#### Lunch/Supper

Item	Serving Size	Cost
Chicken Wrap:		
Whole Grain Tortilla	1 tortilla	\$ 0.21
Chicken	2 oz.	\$ 0.46
Spinach	1/4 cup	\$ 0.07
Low-Fat (1%) Milk	8 oz.	\$ 0.18
Carrot Sticks	1/2 cup	\$ 0.22
<b>Total:</b>		<b>\$ 1.14 (per serving)</b>

### Day Two

#### Breakfast

Item	Serving Size	Cost
Whole Wheat Bagel	1 slice	\$ 0.39
Fruit Kabob:		
Grapes	1/4 cup	\$ 0.24
Strawberries	1/4 cup	\$ 0.27
Sliced Banana	1/4 cup	\$ 0.11
Low-Fat (1%) Milk	8 oz.	\$ 0.18
<b>Total:</b>		<b>\$ 1.19 (per serving)</b>

\*Actual prices may vary  
depending on location

## Snack

Item	Serving Size	Cost
Low-fat Yogurt dip	4 oz.	\$ 0.52
Carrot and Celery Sticks	3/4 cup	\$ 0.36
Total:		\$ 0.88 (per serving)

## Lunch/Supper

Item	Serving Size	Cost
Turkey Pita:		
Sliced Turkey	2 oz.	\$ 0.48
Whole Wheat Pita	1 pita	\$ 0.18
Cucumber	1/4 cup	\$ 0.12
Hummus	2 Tbsp.	\$ 0.25
Low-Fat (1%) Milk	8 oz.	\$ 0.18
Sliced Apple with Cinnamon	1/2 cup	\$ 0.42
Total:		\$ 1.63 (per serving)

## Day Three

### Breakfast

Item	Serving Size	Cost
Whole Grain Cereal	3/4 cup	\$ 0.20
Banana	1/2 cup	\$ 0.22
Low-Fat (1%) Milk	8 oz.	\$ 0.18
Total:		\$ 0.60 (per serving)

## Snack

Item	Serving Size	Cost
Whole Grain Graham Crackers	3 crackers	\$ 0.33
Low-Fat (1%) Milk	8 oz.	\$ 0.18
Total:		\$ 0.51 (per serving)

## Lunch/Supper

Item	Serving Size	Cost
Grilled Cheese with Tomato:		
Tomato	1/4 cup	\$ 0.38
Avocado	1/4 cup	\$ 0.21
Low-fat Cheese	2 oz.	\$ 0.38
Whole Grain Toast	2 slices	\$ 0.40
Grapes	1/4 cup	\$ 0.16
Low-Fat (1%) Milk	8 oz.	\$ 0.18
Total:		\$ 1.71 (per serving)



## Sample Recipes

The following recipes are from the USDA *Recipes for Healthy Kids Cookbook for Homes*, which contains the top 30 recipes from the *Recipes for Healthy Kids* competition. These recipes were created by teams of students, school nutrition professionals, chefs, parents, and community members, and feature foods that children and adults alike should consume more of: dark green and orange vegetables, dry beans and peas, and whole grains. All of these healthy recipes are low in total fat, saturated fat, sugar, and sodium. To access the full cookbook, go to: <http://www.fns.usda.gov/sites/default/files/cookbook-homes.pdf>

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### Oodles of Noodles

This whole-wheat pasta dish is bright and fun that is sure to please.

**Preparation time: 15 minutes**

**Cooking time: 20 minutes**

**Makes: six 1-cup servings**

#### Ingredients:

**2 ¾ cups** Penne pasta, whole-wheat, dry (11 oz)

**1 ½ Tbsp** Extra virgin olive oil

**2 ¼ cups** Fresh grape tomatoes, halved

**1 ½ tsp** Dried basil

**¾ tsp** Sea salt

**¼ tsp** Ground black pepper

**1 Tbsp** Fresh garlic, minced (or 1 tsp garlic powder)

**3 Tbsp** Whole-wheat flour

**2 1/3 cups** Low-sodium vegetable broth

**4 cups** Fresh Swiss chard, stems removed, chopped (or spinach)

#### Directions:

1. In a large pot, bring 2 quarts water to a boil. Gradually stir in pasta and return to a boil. Cook uncovered for 8-10 minutes or until tender. Do not overcook. Drain well.
2. Heat olive oil in a large skillet over medium heat. Add half of tomatoes and cook 2-3 minutes until skin soften. Do not overcook. Reserve remaining tomatoes for step 4. Add basil, salt, pepper, and garlic. Stir.
3. Sprinkle flour over tomatoes. Cook for 30 seconds over medium heat until mixture becomes thick. Add vegetable broth. Bring to boil and then immediately reduce to low heat.
4. Add Swiss chard and remaining tomatoes. Simmer uncovered over low heat for 1-2 minutes or until Swiss chard is wilted. Pour over pasta. Serve hot.



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### Crunchy Hawaiian Chicken Wrap

This appealing wrap combines seasoned chicken, sweet pineapples, and crunchy shredded vegetables, topped with a delicious poppy seed dressing all wrapped in a warm, whole-wheat tortilla.

**Preparation time: 20 minutes**

**Makes: 6 wraps**

Ingredients:

**¾ cup** Light mayonnaise

**1/8 cup** White vinegar

**¼ cup** Sugar

**1 tsp** Poppy seeds

**1 ½ tsp** Garlic powder

**1 ½ tsp** Onion powder

**1 ½ tsp** Chili powder

**2 cups** Fresh broccoli, shredded

**1 ½ cups** Fresh carrots, peeled, shredded

**¼ cup** Canned crushed pineapple, in 100% juice, drained

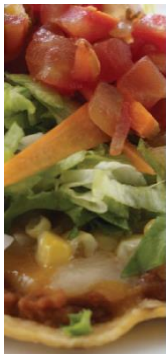
**1 cup** Fresh baby spinach, chopped

**3 cups** Cooked diced chicken, ½” pieces (12 oz)

**6** Whole-wheat tortillas, 10”

Directions:

1. In a small mixing bowl, combine mayonnaise, vinegar, sugar, poppy seeds, garlic powder, onion powder, and chili powder for the dressing. Mix well. Cover and refrigerate.
2. Combine broccoli, carrots, pineapple, and spinach in a large bowl. Stir in dressing and chicken. Mix well. Serve immediately or cover and refrigerate.
3. For each wrap, place 2/3 cup filling on the bottom half of the tortilla and roll in the form of a burrito. Place seam down. Cut diagonally. Serve immediately.



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### Eagle Pizza

A delicious combination of pizza and taco, this recipe is made with whole-grain tostada shells, refried beans, shredded cheese, and a stack of colorful veggies.

**Preparation time: 25 minutes**

**Cooking time: 10 minutes**

**Makes: 6 Tostada Pizzas**

Ingredients:

**½ cup** Fresh spinach, julienne cut “shoestring strips”

**½ cup** Fresh romaine lettuce, julienne cut “shoestring strips”  
**2 ¼ tsp** Salt-free chili-lime seasoning blend\*  
**1 ¾ cups** Canned low-sodium refried beans, fat-free  
**¾ cup** Fresh green bell pepper, seeded, diced  
**¾ cup** Fresh onions, peeled, diced  
**1 ¼ cups** Canned low-sodium corn, drained, rinsed  
**6** Whole-grain tostada shells  
**6 Tbsp** Reduced-fat Mexican cheese blend, shredded (1 ½ oz)  
**1 cup** Fresh carrots, peeled, shredded  
**½ cup** Low-sodium salsa, mild  
**½ cup** Fat-free sour cream

**Directions:**

- 1.** Preheat oven to 350°F.
- 2.** Combine spinach and lettuce in bowl and set aside.
- 3.** In a medium mixing bowl, combine salt-free seasoning blend and refried beans. Set aside.
- 4.** In a small skillet, coated with nonstick cooking spray, cook green peppers, onions, and corn for 3-4 minutes. Set aside.
- 5.** For each pizza, place ¼ cup of bean filling on tostada shell. Spread mixture evenly using the back of a spoon. Top with 1/3 cup sautéed vegetable mixture. Lightly sprinkle 1 Tbsp of cheese on top.
- 6.** Place tostadas on a large baking sheet coated with nonstick cooking spray. Bake until cheese is melted, about 2 minutes.
- 7.** Remove tostadas from oven. Top each tostada with:
  - About 1 Tbsp spinach/lettuce mixture
  - About 2 ½ Tbsp carrots
  - About 1 Tbsp salsa
  - About 1 Tbsp sour cream
 Serve immediately

\*If desired, use 2 ¼ tsp Salt-Free Taco Seasoning Blend in place of salt-free chili-lime seasoning.

**Salt-Free Taco Seasoning Blend**

**1 tsp** dried onion  
**1 tsp** chili powder  
**½ tsp** ground cumin  
**½ tsp** crushed red pepper  
**½ tsp** garlic powder  
**¼ tsp** oregano  
**½ tsp** cornstarch

Combine all ingredients. If using immediately do not add cornstarch. Store in airtight container.

## Meal Service Options

There are a variety of ways to serve meals other than pre-plating them. Offer versus serve (OVS) and family style meals are both types of meal service that are allowable in SFSP. OVS offers children a greater variety of choices and allows children to select foods they prefer or do not intend to eat, which reduces plate waste. Family style meal allows site staff and children to eat together, creates a relaxing eating environment, and promotes healthy eating habits and attitudes toward food.

## Offer Versus Serve (OVS)

Offer versus serve (OVS) is a concept that applies to menu planning and meal service which allows children to decline some of the food offered in a reimbursable breakfast, lunch, or supper, excluding snacks. The goals of OVS are to simplify Program administration and reduce food waste and costs while maintaining the nutritional integrity of the SFSP meal that is served. All SFSP sites, regardless of location or type of sponsorship, may utilize OVS. All non-school sponsors electing to use OVS and schools participating in SFSP and electing to follow the SFSP meal patterns are required to follow the SFSP OVS requirements, which are as follows:

### Breakfast

- The following four food items must be offered:
  - One serving of fruit/vegetable;
  - One serving of grains;
  - One serving of fluid milk; and
  - One additional serving of fruit/vegetable, bread/bread alternate, or a serving of a meat/meat alternate
- All the food items must be different from each other.
- A child must take at least three of any of the four food items offered.

### Lunch or Supper

- The following four food components must be offered through at least five different food items:
  - One serving of meat/meat alternate;
  - Two different servings of fruit and/or vegetable (two different food items);
  - One serving of grains; and
  - One serving of fluid milk.
- Lunch or supper OVS requirements differ from breakfast in that a child must take at least three food components, rather than items, listed above from the five food items offered. Three food components are required for an adequate nutritious meal for children.

Offering two servings of the same food item is not permissible under OVS in SFSP. All food items offered must be different from each other. For example, a breakfast menu that includes a serving of milk, a serving of fruit, and two servings of toast is not a reimbursable meal under OVS in

SFSP because the toast is two of the same food item. Similarly, if the breakfast menu included two different kinds of cereal rather than toast it would still not be a reimbursable meal because the cereals, although not identical, are the same food item. Additionally, a larger food item that is worth two servings in weight, such as a two ounce muffin, counts as only one food item under OVS in SFSP, not two. Offering different food items supports and encourages the practice of offering a variety of food choices for children, which increases the likelihood that children will select foods they prefer and reduces waste.

School sponsors that elect to use the NSLP or SBP meal pattern and SFAs operating SSO that choose to use OVS are required to follow the OVS requirements of NSLP and SBP.

### **Example OVS Menus**

There are a variety of ways to plan a menu that meets the OVS requirement. Here are two examples:

#### **Breakfast menu**

- Toast
- Cereal
- Banana
- Milk

Under OVS, a child can select the toast, banana, and milk, OR the cereal, banana, and milk, OR the toast, cereal, and banana, OR the muffin, cereal, and milk for a reimbursable breakfast.

#### **Lunch or Supper menu**

- Beans (counts towards the meat/meat alternate component)
- Roasted Chicken
- Rice
- Broccoli\*
- Apple Slices\*
- Milk

A child may select the chicken, rice, and broccoli, OR beans, apple slices, and milk, OR chicken, broccoli, and milk, OR beans, rice, and broccoli, and many other combinations for a reimbursable meal. If a child selects beans, chicken, and rice it would not be a reimbursable meal because only 2 food components (beans and chicken from the meat/meat alternate component and rice from the bread/bread alternate component) were taken instead of the required 3.

\*A child only needs to take one fruit or vegetable item (the broccoli OR the apple slices to count towards the entire fruit and vegetable component in OVS).

For more detailed information on OVS, including questions and answers, refer to memorandum SFSP 05-2016, *Meal Service Requirements in Summer Meal Programs, with Questions and Answers*, [http://www.fns.usda.gov/sites/default/files/cn/SP05\\_SFSP05-2016os.pdf](http://www.fns.usda.gov/sites/default/files/cn/SP05_SFSP05-2016os.pdf). You can also check out the Summer Toolkit page “How to Do Offer Versus Serve” (<http://www.fns.usda.gov/sites/default/files/sfsp/SMT-OfferVersusServe.pdf>) and the SFSP OVS Webcast ([https://www.youtube.com/watch?v=Vs\\_JEjO0\\_Us](https://www.youtube.com/watch?v=Vs_JEjO0_Us)) for more tips and examples.

## **Family Style Meal Service**

Family style is a type of meal service that allows children to serve themselves from common platters of food with assistance from supervising adults setting the example. Family style meal service allows children to identify and be introduced to new foods, new tastes, and new menus, while developing a positive attitude toward nutritious foods, sharing in group eating situations, and developing good eating habits. Even when a complete family style meal service is not possible or practical, it may be useful to offer a component or components in a family style manner, particularly when smaller children are being served or when a new food item is being introduced.

Camps and closed enrolled sites in SFSP and SSO have the option of utilizing family style meal service. Both camps and closed enrolled sites provide the stable environment required for a successful family style meal service to provide nutritious meals to children and promote healthy eating habits through the personal example provided by supervising adults.

Family style meal service gives sponsors flexibility in the size of the initial servings of each meal component because replenishment is immediately available at each table. In SFSP and SSO, the following practices must be followed when serving meals family style:

1. A sufficient amount of food must be placed on each table to provide the required portions of each of the food components, as outlined in 7 CFR 225.16, for all children at the table and to accommodate program adult(s) supervising meal service if they eat with the children.
2. Children should initially be offered the full required portion of each meal component. The family style meal service allows children choices in selecting foods and the size of the initial serving.
3. When a child does not initially accept the full required portion of a meal component, it is the responsibility of the supervising adults to actively encourage each child to accept the service of the full required portion for each food component of the meal pattern. For example, if a child initially refuses a food component, or initially does not take the full required portion of a meal component, the supervising adult should offer the food component to the child again.

## Getting Organized: Purchasing and Receiving Food

In this section you will find information on:

- Staying on budget
- Where to buy food
- Developing food specifications
- How much food to buy and when
- How to purchase local foods
- Receiving food
- Menu production records

### Staying on Budget

Like any well-run business, your summer program needs a budget to help you establish priorities, make decisions and know how your program dollars will be generated and spent. Along with accounting for administrative and labor costs, operating costs have to be accounted for. Operating costs are the direct expenses you incur to “put meals on the table,” including how much you spend on food. Below are some tips on how to calculate your food costs and stay on budget.

#### Calculating Food Costs

You can calculate food cost for each menu by following these steps:

1. Select recipes
2. Determine the serving size
3. Determine how many meals to prepare
4. Adjust the recipes for number of servings
5. Calculate the amount of food needed for the total number of meals
6. Estimate the total food cost

Compare the estimated cost of the menu with the amount you have allocated to your food budget. If the cost is higher than your food budget, try replacing some of the foods in the menu with less costly ones. For some ideas of low-cost healthy meals, see the *Affordable, Healthy Meals* section in this Guide.

#### Food Inventory Records

Keep accurate and up-to-date food inventory records which includes the:

- Date the food was ordered
- Name of the supplier or vendor
- Date received
- Condition on arrival
- Price paid
- Amount left

These records are helpful in planning future food purchases and menus. Records on the cost of food are important for documenting the non-profit foodservice and that all costs are allowable. It will help you stay on budget and reduce wasted food.

A sample inventory form is provided in the Reference Section of this Guide. Use this form as a template for determining the value of foods used during a reporting period. This may be obtained by taking a physical count of foods on hand (closing inventory), obtaining the value of these foods from invoices, and calculating the total value of food on hand.

$$\text{Quantity} \times \text{Unit Cost} = \text{Total Value}$$

Take an inventory of any stock you have on hand at the beginning of Program operations as “beginning inventory.” Beginning inventory of a given period should be the same as the closing inventory of the preceding period.

The cost of food used is the beginning inventory, plus the food received, minus the closing inventory. The dollar value of food received is obtained from the receipts or invoices for the reporting period.

Food costs are just one piece of the budget. There are many other factors sponsors should take into consideration when budgeting meals, such as utensils and equipment needed to prepare and serve the meal, kitchen utilities, rental of kitchen and food service equipment, salaries of cooks, site personnel, and other food service workers. See the Summer Toolkit “Budgeting for Success” pages (<http://www.fns.usda.gov/sfsp/summer-meals-toolkit>) for more information on how to stay on budget. In addition, for more information on how to hire and train food service staff see the SFSP Administrative Guidance for Sponsors (LINK)

## Purchasing Food

### How and Where to Buy Food

How and where you buy food depends on where the summer site is located, if there are food preparation facilities on site, and how many children attend the site. It is important for sponsors to keep in mind that all procurement of food, supplies, and goods with Program funds must comply with procurement standards (7 CFR 225.17). See the *SFSP Administrative Guide* (LINK) for more detailed information on procurement and bid procedures.

### Vended Meals

For those sites that do not have any food preparation facilities on-site or when food is being prepared in large quantities, it may be best to vend meals from a Food Service Management Company (FSMC). To ensure high quality, nutritious meals, here are some things to consider when having meals vended:

- Find out which **FSMC** in your area offer foods that will help you meet the recommendations of the Dietary Guidelines (i.e., whole grains; whole vegetables and fruits; low-fat and fat-free **dairy** foods low in **solid fats, added sugar, and sodium**), can supply foods you will use frequently, and will provide the services you require (prompt and frequent delivery, credit, discounts).
- Buy from **FSMCs** who provide the best quality foods at the most reasonable prices.



- Keep in mind that some SFSP sponsors may be eligible to receive USDA Foods for use in summer meals either directly from the State distributing agency or the local school food authority. Fruits, vegetables, legumes, whole grains, and lean protein are available. Visit <http://www.fns.usda.gov/fdd> for more information
- Follow a strict code of business ethics when you purchase foods for the Program. Know what the FSMCs expect, and let them know what you expect of them.

To learn more about FSMCs, see the *SFSP Administrative Guide* for Sponsors (LINK).

### Developing Food Specifications

When preparing food on a large scale and procurement is needed, a food specification will need to be developed. A food specification is a detailed or specific list of the desired characteristics of a food product. How you plan to use the food determines both the form and quality that you should buy. Consider the product's style, size, count, container, and packing medium. In addition, consider requesting local foods in your food specification. Buying seasonally and locally can help keep food costs lower.

You should:

- Provide the FSMC with clear specifications for each food item ordered.
- Include or adapt the food specification criteria below into your Invitation for Bid (IFB) or Request for Proposal (RFP).
- Upon delivery of the order, check to see the food meets the specifications and is in good condition.

### Specification Criteria

- Name of product or Standard of Identity
- Grade, brand, type
- Size of container
- Unit size
- Description
- Delivery requirements
- Sanitation conditions expected
- Provisions fair to seller and protective to buyer
- Tolerance level accepted
- Estimated product usage
- Condition of the product

See a sample specification bid in the Reference Section. You can also review the Food Research and Action Center's *A How-To Guide for Summer Food Sponsors on Purchasing High-Quality Summer Meals* ([http://frac.org/wp-content/uploads/2009/09/summer\\_meals\\_vendor\\_guide.pdf](http://frac.org/wp-content/uploads/2009/09/summer_meals_vendor_guide.pdf)) to learn concrete strategies to work with vendors and improve the quality of meals served.

### **Self-Prep Sites**

Sites with the capacity to prepare meals on-site may want to purchase food at grocery stores, wholesale stores, or big box stores. Here are some tips to keep in mind when shopping to pick out the highest quality foods:

- Read the Nutrition Facts Label and be familiar with the nutrients and ingredients. See *Nutrition Facts Label at a Glance* and *How to Read Nutrition Labels* in the Reference Section.
- Buy federally inspected meats and poultry.
- Purchase only pasteurized low-fat and fat-free dairy that meets State and local standards.
- Purchase bread and bread products that are properly wrapped or kept in paper-lined containers with covers to keep them fresh and wholesome.
- Check dates on packages of bread and bread products to be sure that they are fresh.
- Purchase frozen foods that have been kept frozen solid.
- Purchase perishable foods that have been kept under refrigeration.

### **How Much Food to Buy**

The following guidelines can help you decide how much food to buy:

- Review the cycle menu.
- Determine the recipes to use.
- Calculate the quantities of food you need to meet the required meal pattern serving sizes.
- Compile the "grocery list" of foods and quantities you will need to buy.
- Check your inventory to determine what is on hand and subtract that from the list of foods to purchase.
- Keep in mind the size of the storage facilities and buy only the quantities of food that you can store properly.
- Buy only the products you need.

USDA's *Food Buying Guide for Child Nutrition Programs*, (PA-1331), has been designed to help determine quantities of food to purchase for use in preparing meals for children. It can be found online here: <http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>. See charts for commonly eaten fruits and vegetables in the Serving Sizes and Yields for Vegetables and Serving Sizes and Yield for Fruits in the Reference Section.

Use the *Food Buying Guide* and the following steps to determine how much food to buy:

1. Determine the serving size and the total number of servings needed for each food item as follows:

For *meat, poultry, fish or cheese*, multiply the number of servings times the serving size (in ounces) to get total ounces needed.

For *vegetables and fruits*, the *Food Buying Guide* lists amounts to buy based

on  $\frac{1}{4}$  cup servings. Therefore, to calculate the amount to purchase, convert your serving size to the number of  $\frac{1}{4}$  cup servings. This is done by dividing the serving size by  $\frac{1}{4}$  and then multiplying the result by the number of servings to get the total number of  $\frac{1}{4}$  cup-servings needed. See examples below.

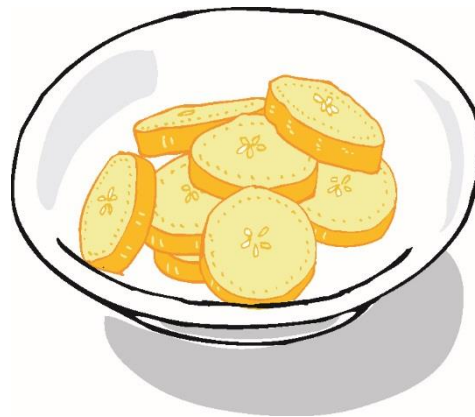
2. Divide the amount needed (total ounces of meat or total number of  $\frac{1}{4}$  cup servings of the vegetable or fruit) by the number of servings per purchase unit (from column 3 of the *Food Buying Guide* for the food you want to use).

$\frac{\text{Amount needed}}{\text{Number of servings per purchase unit}}$
--

**Example A: Canned-Sliced Cling Peaches, fruit and juice**

1. Serving size:  $\frac{1}{2}$  cup fruit and juice  
Number of servings: 50
2. Calculate the number of  $\frac{1}{4}$  cup servings:  
 $\frac{1}{2} \div \frac{1}{4} = 2 \times 50 = 100$   $\frac{1}{4}$  cup servings
3. Amount needed (no. of  $\frac{1}{4}$  cup servings)  $= 100 \div 50.0^* = 2.0$  #10 cans  
Servings per purchase unit

\* Servings per purchase unit is the number of servings of canned cling peaches with fruit and juice per #10 can = 50.0.



**Example B: Carrot Sticks**

1. Serving size:  $\frac{1}{4}$  cup  
Number of servings: 50
2. No conversion is needed because the serving size is  $\frac{1}{4}$  cup.

$$3. \frac{\text{Amount needed (no. of } \frac{1}{4} \text{ cup servings)}}{\text{Servings per purchase unit}} = 50 \div 10.3^* = 4.85 \text{ or } 5 \text{ lbs.}$$

\* Servings per purchase unit is the number of servings of fresh carrots per pound = 10.3.

### **Example C: Ground Beef, fresh or frozen, no more than 20% fat**

1. Serving size: 2 ounces, cooked  
Number of servings: 50
2. Number of servings x serving size = total ounces needed  
50 servings x 2 ounces = 100 ounces
3.  $\frac{\text{Amount needed (total ounces)}}{\text{Servings per purchase unit}} = 100 \div 11.8^* = 8.5 \text{ pounds}$

\* Servings per purchase unit is the number of 1 oz. servings of ground beef per pound = 11.8.

Additional information about calculating how much to purchase can be found in the *Food Buying Guide for Child Nutrition Programs*.

### **When to Buy Food**

The following guidelines can help you decide when to buy each type of food:

- Buy bread, milk, and produce every day or every 2 days if storage allows.
- Buy perishable foods, such as meat, fish, poultry, and frozen foods, in quantities that can be stored in the refrigerator and freezer. Check out the [Safe Storage Times chart](http://www.foodsafety.gov/keep/charts/storagetimes.html) (<http://www.foodsafety.gov/keep/charts/storagetimes.html>) to make sure you throw food out before harmful bacteria grow.
- Buy canned foods and staples monthly or twice a month if dry storage is available.
- Buy foods that are in season for the freshest and highest-quality foods. Seasonality of food varies by region. Sponsors can search seasonality charts for their area, such as Washington State Department of Agriculture's chart: <http://www.agr.wa.gov/aginwa/docs/seasonalitychartuscvetablefinal.pdf>

### **Purchasing Local Foods**

In many regions across the United States, SFSP aligns well with the peak growing season, allowing schools and nonprofit organizations to serve products in their freshest state. Sponsors tap into summer's bounty, and purchase local food from a variety of sources:

- Through distributors, vendors, or food service management companies;
- Direct from a farmer or food hub;
- Farmer's markets;
- Community supported agriculture (CSA) programs; and
- School or community gardens.

The U.S. Department of Agriculture (USDA) guide, *Procuring Local Foods for Child Nutrition Programs* (<http://www.fns.usda.gov/farmtoschool/procuring-local-foods>), showcases the many ways sponsors can find, buy, and serve local foods in Summer Meals. Additionally, see the memorandum SFSP 07-2016, *Local Foods and Related Activities in Summer Programs, with Questions and Answers* ([http://www.fns.usda.gov/sites/default/files/SP07\\_SFSP07-2016os.pdf](http://www.fns.usda.gov/sites/default/files/SP07_SFSP07-2016os.pdf)) for more information for using local foods in your summer program.

*Best Practice – Local Procurement:* In Kalispell, Montana, the school district's summer menus are specifically tailored to include local fresh tomatoes, cucumbers, greens, and squash that come from several area greenhouses and local farms. In addition, fresh greens and fruit are made available through a unique partnership with a local community college's sustainable agriculture program and an agreement that enables them to purchase through the school's CSA. In addition to seeking out new purchasing relationships for summer months, Kalispell also extends their existing school-year relationship with Lower Valley Beef through the summer months, so that local hamburger and polish dogs can be served on summer trays. This well-rounded approach illustrates the many possible sources for incorporating local food into summer meals.

**Receiving Food** When receiving food deliveries from suppliers or vendors, use the following guidelines:

- Confirm supplier or vendor name, date and time of delivery, as well as driver's identification (ID) before accepting delivery. If the driver's name is different than what is indicated on the delivery schedule, contact the supplier or vendor immediately.
- When the delivery truck arrives, make sure that it looks and smells clean and is equipped with the proper food storage equipment. Check the interior temperature of refrigerated trucks.
- Examine all food upon delivery to be sure it is not spoiled, dirty, infested with insects, or opened.
- Do not accept foods that fail to meet your food specifications.
- Do not accept foods that are not on the order form or are in poor condition. Make sure the order form indicates the food items for the menu(s), the correct number of meals or food items, and the date and time of delivery.
- All perishable foods (milk, eggs, cheese, fresh meats, poultry, fish, lunch meats, etc.) should have either an expiration date or a "sell by" date on the packaging.

- If the food has an expiration date, do not accept the food if the date has passed.
  - If the food has a “sell by” date, check it to make sure that you will be able to use the product in a timely manner.
- Check the temperature of all foods when they are delivered to ensure that they are within proper ranges. If the temperature of cold food is above 40 °F or the temperature of hot food is under 140 °F, the food should be rejected.
- Make sure that frozen foods are in airtight, moisture-proof wrappings.
- Do not accept foods that have been thawed and refrozen. Signs of this are large ice crystals, large areas of ice, water, or excessive ice in containers.
- Do not accept frozen foods that have started to thaw.
- Do not accept cans that have any of the following: no labels, swollen sides or ends, flawed seals or seams, dents or rust.
- Do not accept dairy, bakery and other foods delivered in flats or crates that are dirty.

For additional information on receiving, refer to ICN’s *NFSMI – Standard Operating Procedures*: <http://sop.nfsmi.org/>.

## Menu Production Records

The SFSP regulations require sponsors to maintain records of participation and preparation of ordering meals to demonstrate that the appropriate number of meals was ordered and justify all costs and meals claimed. These should include records of:

- Meal counts taken daily at each site.
- Program operating costs, including food and other costs.
- Program administrative costs, including labor and supplies.
- Funds accruing to the program.

It is important to be aware that some States also require sponsors to maintain production records, which include detailed information about how food was purchased and the specific amounts of foods prepared and served. This is an additional State requirement that requires FNS Regional office review and approval. Contact your State agency to determine whether production records are required.



# Setting the Standard: Food Service Quality

In this section, you will find information on:

- Tips on food preparation
- Using standardized recipes
- How to work with quantity recipes
- Common measures and portion control

## Food Preparation

Serving appetizing and nutritious foods depends not only on good planning, selection, and storage, but also on good food preparation using standardized recipes whenever possible.

### Tips on Food Preparation

- Wash fresh fruits and vegetables with water (no soap) and use a brush if necessary to remove soil. Remove damaged leaves, bruised spots, peels, and inedible parts. Use a sharp blade when trimming, cutting, or shredding to avoid further bruising and loss of nutrients.
- Steam or cook vegetables in small batches for best quality. Cook until tender-crisp, avoid over cooking, using as little water as possible to help retain vitamins and minerals.
- Add only a small amount of salt, if any, to water or to foods when cooking. Do not add salt when cooking pasta or rice.
- Cook potatoes in their skins to help retain their nutritive value.
- Trim visible fat from meats and meat products.
- Cook cereals and cereal grains according to cooking directions.
- There is no need to rinse or drain the cereals or cereal grains such as rice after cooking.
- Think of children's tastes and preferences when using spices.
- Follow standardized recipes exactly. Measure and weigh ingredients precisely and follow procedures carefully. This includes using equipment, time, and temperature as specified in the recipe.
- Serve portion sizes as specified in the recipes and menus. Use correct serving utensils to portion foods. Make sure portion sizes follow meal pattern requirements.



## Using Standardized and Quantity Recipes

### Standardized Recipe

A standardized recipe is a recipe that provides the same good results every time. It specifically describes the amount of ingredients and the method of preparation needed to produce a consistently high-quality product. These are necessary to prepare menu items of consistent quality, portion size, and nutritional value every time.

### Sample:

Below is a sample standardized recipe. It specifies the number of portions and sizes of serving utensils for correct portions.

#### Toasted Cheese and Tomato Sandwich

Ingredients	24 Servings		48 Servings		Directions
	Weight	Measure	Weight	Measure	
Enriched white bread, sliced (at least 0.9 oz each)  OR Enriched wheat bread, sliced (at least 0.9 oz each)		24 slices  OR 24 slices		48 slices  OR 48 slices	1. On half-sheet pans (13" x 18" x 1") which have been lightly coated with pan release spray, place half the bread slices 6 per pan. For 24 servings, use 2 pans. For 48 servings, use 4 pans.
Reduced fat processed American cheese, sliced, 1 oz slices	1 lb 8 oz	24 slices (1 oz each)	3 lb	48 slices (1 oz each)	2. Top each slice of bread with 1 oz (1 slice) of cheese, 1 ½ oz (1 slice) of tomato, and another 1 oz (1 slice) of cheese. Cover with remaining bread slices.
Fresh tomatoes, 1 ¾ oz Slices	1 lb 5 oz	12 slices (1 ¾ oz each)	2 lb 10 oz	24 slices (1 ¾ oz each)	
					3. Bake until lightly browned: Conventional oven: 400° F for 15-20 minutes Convection oven: 350° F for 10-15 minutes  CCP: Hold for hot service at 135° F or higher.  4. Cut each sandwich in half diagonally. Serve immediately.  5. Portion is ½ sandwich.

Serving: ½ sandwich provides 1 oz of cheese, ⅛ cup of vegetable, and 1 slice of bread. Yield: 24 servings: 24 half sandwiches  
Yield: 48 servings: 48 half sandwiches



## Resources

You can find more standardize recipes here:

- *Measuring Success with Standardized Recipes* from the Institute of Child Nutrition:  
<http://www.nfsmi.org/ResourceOverview.aspx?ID=88>
- USDA Recipes for Child Care:  
[http://www.teamnutrition.usda.gov/Resources/childcare\\_recipes.html](http://www.teamnutrition.usda.gov/Resources/childcare_recipes.html)
- Contact your State agency for copies of recipes for use in the Program.
- Other recipes from associations, the food industry, and reliable cookbooks may provide variations for you to use from time to time.

## Quantity Recipes

To use quantity recipes properly, follow these steps:

1. Read the entire recipe carefully before beginning preparation and follow directions exactly.
2. Adjust the food quantities in the recipe to provide the number of servings you need.
3. Determine the amount of food needed for preparing the recipe. (Refer to the section on *How To Use the Food Buying Guide*.)
4. Collect the necessary utensils and ingredients.
5. Weigh and measure ingredients accurately. Weigh ingredients whenever possible since weighing is more accurate. If you must measure ingredients, use standard measuring equipment.
6. Follow directions carefully for combining ingredients and cooking the product. Note that quantity recipes may take more time to prepare, for example, if you need to thaw a large amount of frozen meat.
7. Serve portion size according to recipe. Also, make sure portion sizes served follow meal pattern requirements.

For more information, refer to:

USDA Recipes for Schools

<http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTEwMiZpc0lncj10cnVI>

USDA Child Care Recipes

<http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cEIEPTYzJmlzTWdyPXRydWU=>



### Abbreviations Used in Recipes:

AP----as purchased	qt----quart
EP---edible portion	gal---gallon
Cyl---cylinder	oz---ounce
pkg---package	fl oz--fluid ounce
tsp---teaspoon	No.----number
Tbsp--tablespoon	wt---weight
lb----pound	incl--including
pt----pint	excl--excluding

### Equivalent Measures:

1 tablespoon	= 3 teaspoons	1 cup	= 16 tablespoons
1/8 cup	= 2 tablespoons or 1 fluid ounce	1/2 pint	= 1 cup or 8 fluid ounces
1/4 cup	= 4 tablespoons	1 pint	= 2 cups
1/3 cup	= 5 1/3 tablespoons	1 quart	= 4 cups
3/8 cup	= 6 tablespoons	1 gallon	= 4 quarts
1/2 cup	= 8 tablespoons	1 peck	= 8 quarts (dry)
2/3 cup	= 10 2/3 tablespoons	1 bushel	= 4 pecks
3/4 cup	= 12 tablespoons	1 pound	= 16 ounces

## Serving Utensils

Scoops, ladles, and serving spoons of standard sizes provide dependable measures and help serve food quickly.

### Scoops

The number of the scoop indicates the number of scoopfuls required to make 1 quart. The following table shows the level measure of each scoop in cups or tablespoons:

Scoop No.	Level Measure
6	2/3 cup
8	1/2 cup
10	3/8 cup
12	1/3 cup
16	1/4 cup
20	3 1/3 tablespoons
24	2 2/3 tablespoons
30	2 tablespoons
40	1 2/3 tablespoons

Use scoops for portioning foods such as muffins, meat patties, and some vegetables and salads.

### **Ladles**

Use ladles to serve soups, stews, sauces, and other similar products. The following sizes of ladles are most often used for serving meals:

<b>Number on Ladle</b>	<b>Approximate Measure</b>
1 fluid ounce.....	1/8 cup
2 ounces.....	1/4 cup
4 ounces.....	1/2 cup
6 ounces.....	3/4 cup
8 ounces.....	1 cup
12 ounces.....	1 1/2 cups

### **Serving Spoons**

You could use a serving spoon (solid or slotted) instead of a scoop. Since these spoons are not identified by number, you must measure or weigh the quantity of food from the various sizes of spoons you use in order to obtain the approximate serving size you need. You may want to keep a list of the amount of food each size spoon holds as an aid for the staff serving the food.

## **Food Service**

Once food is ready to serve, food service staff must continue their efforts to maintain food quality and avoid food contamination.

- Maintain foods at proper temperatures before and during service. Hot foods must be 140 °F or above and cold foods must be at 40 °F or below. Use food thermometers to determine temperatures. See the Take Precautions: Food Safety section of this guide for more information.
- Use correct serving utensils to get the correct portion size. Be consistent in portion sizes.
- Serve meals as a unit with only one meal served per child.
- Keep an accurate count of the number of children and adults you serve.
- Encourage a pleasant eating environment that will support meal time as a learning experience.

## Education and Enrichment

In this section, you will find information on:

- Introducing new foods
- Creating a positive eating environment
- Incorporating nutrition education at your sites
- Pairing local foods with nutrition education and agriculture activities
- Promoting physical activity

### Introducing New Foods

Picky eating is common among young children. Some children are sensitive to certain textures or smells and other children are afraid to try new foods. Children are more likely to try and like new foods when you introduce new foods with fun or interesting nutrition education activities and serve meals that look and taste good. Consider using taste test to introduce new recipes and when introducing a new meal always have an alternate choice available. Use these tips to help get kids excited about trying healthy new foods and meals:

*Add a variety of colors, shapes, and textures to meals*

- Use several different noodle shapes (macaroni, penne, etc.) to create a cold pasta salad or hot pasta dish.
- Add crushed pineapple, mandarin oranges, or fresh apples to salad mix or coleslaw.
- Prepare a stir-fry with a variety of different colored vegetables. Use dark leafy greens, such as spinach, and add red peppers, shredded carrots, and red cabbage.

*Make food fun!*

- Serve fresh vegetable sticks (zucchini, yellow squash, celery, red pepper) with “Snow Princess Dip” (low-fat ranch dressing), hummus (pureed chickpeas, olive oil, and lemon juice), or “Alligator Eyelash Dip” (plain, low-fat yogurt mixed with dill or other herbs).
- Try “Shark Pockets” (stuff half a whole-wheat pita pocket with canned light tuna, spinach, shredded carrots, and a little salad dressing) or “Mighty Monster Meatloaf” (made with whole-grain bread or cracker crumbs and lean ground meat).
- Add kidney and pinto beans in chili and serve it in a baked sweet potato “chili boat.” Let children mash beans in a plastic bag, and then make a “Smashed Bean Burrito” with a whole-grain tortilla, spinach, and their favorite veggies.
- Create themed food dishes for special events, holidays, and celebrations.
- Create your own Milk Mustache event! Take pictures of children drinking low-fat milk and post them on a bulletin board.
- Sing a song while working with ingredients during a cooking demonstration or while mixing recipe ingredients!

*Cook together*

- Children learn about fruits and vegetables when they help prepare them. Young children can help rinse fruits and make “faces” out of pieces of fruits. Pick kitchen tasks that match children’s abilities: mash bananas, peel some fruits, or mix ingredients for a fruit salad.
- Have children make a potato bar by choosing their own toppings for half a baked potato. Arrange separate bowls and serving utensils for refried beans, black-eyed peas, chopped chicken tenders, shredded low-fat cheese, sliced cherry tomatoes, thinly chopped spinach, and grated carrots for children to build their own baked potato.
- See the “Edible Art” activity from Team Nutrition’s *Community Nutrition Action Kit* at: <http://www.fns.usda.gov/tn/Resources/edibleart.pdf>

*Introduce beans by adding them to children’s favorite foods*

- Add beans and peas to pastas, tacos, casseroles, stews, and side dishes.
- Make “Mexican Pizza” by topping whole-wheat pita bread with refried beans, tomato salsa, spinach, and low-fat cheese.

*Introduce whole grains gradually, in new or familiar recipes*

- Try mixing whole-grain and non-whole-grain foods in your recipes and meals. Then, gradually increase the amount of whole grains each time you make them.

*Use taste tests and games to help kids try new foods*

- Highlight unique fruits or vegetables, such as purple carrots from the farmer’s market, with a “show and tell” each week.
- Have a bean guessing game or taste-test: let children sample dishes that use dry beans or peas as the main ingredient, and have children “name that bean!” Some ideas include lentil soup, bean dip, three bean salad, or bean burgers.
- Have children taste-test whole-grain versions of crackers, granola bars, soft pretzels, bagels or cereals. See if they can tell the difference!

*Model eating behaviors*

- Remember, kids learn from you! See *Creating a Positive Eating Environment* for more guidance on modeling eating behaviors at summer sites.

*Incorporate nutrition education into meals*

- See the *Nutrition Education* section of this Guide for information and resources on how to incorporate fun and effective nutrition education with along with the meals served.

## **Creating a Positive Eating Environment**

A pleasant eating environment is another important key to healthy eating. Bringing children and foods together in a happy meal setting is as important as what children should eat. Pleasant eating experiences form habits and attitudes that can last a lifetime.

### Tips for Adult Role Models

- Sit with children at the table for meals.
- Don't rush. Allow enough time for children to eat and experience healthy eating within meal service time requirements.
- Help children recognize hunger cues.
- Encourage and try new foods with children and praise children when they try new foods. Discuss the color, shape, size, nutritional value, or origin of the foods served to stimulate appetite and encourage consumption of new foods.
- Engage children in conversation about the meal and healthy foods. For example, ask children to name the food groups; to name examples of fruits, vegetables, dairy products, meat or meat alternates, and grain products; or to name their favorite healthy foods, and explain what they like about them.
- Be mindful of the language you use to encourage healthy eating. Use phrases that help; avoid phrases that hinder (see the table below).

### Phrases that Help and Hinder

Family Child Care FUNdamentals (Institute of Child Nutrition)

Phrases that Hinder	Phrases that Help
<p><b>Eat that for me.</b></p> <p><b>If you do not eat one more bite, I will be mad.</b></p> <p><i>Phrases like these teach children to eat for your approval. This can lead children to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.</i></p>	<p><b>This is kiwi fruit; it's sweet like a strawberry.</b></p> <p><b>These radishes are very crunchy!</b></p> <p><i>Phrases like these help to point out the sensory qualities of food. They encourage children to try new foods.</i></p>
<p><b>You're such a big girl; you finished all your peas.</b></p> <p><b>Jenny, look at your sister. She ate all of her bananas.</b></p> <p><b>You have to take one more bite before you leave the table.</b></p> <p><i>Phrases like these teach children to ignore fullness. It is better for children to stop eating when full or satisfied than when all of the food has been eaten.</i></p>	<p><b>Is your stomach telling you that you're full?</b></p> <p><b>Is your stomach still making its hungry growling noise?</b></p> <p><b>Has your tummy had enough?</b></p> <p><i>Phrases like these help children to recognize when they are full. This can prevent overeating.</i></p>
<p><b>See, that didn't taste so bad, did it?</b></p>	<p><b>Do you like that?</b></p> <p><b>Which one is your favorite?</b></p> <p><b>Everybody likes different foods, don't they?</b></p>

<i>This implies to children that they were wrong to refuse the food. This can lead to unhealthy attitudes about food or self.</i>	<i>Phrases like these make children feel like they are making the choices. It also shifts the focus toward the taste of food rather than who was right.</i>
<p><b>No dessert until you eat your vegetables.</b></p> <p><b>Stop crying and I will give you a cookie.</b></p> <p><i>Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches children to eat to feel better. This can lead to overeating.</i></p>	<p><b>We can try these vegetables again another time. Next time, would you like to try them raw instead of cooked?</b></p> <p><b>I am sorry you are sad. Come here and let me give you a hug.</b></p> <p><i>Reward children with attention and kind words. Comfort them with hugs and talks. Show love by spending time and having fun together.</i></p>

### **The Physical Environment**

*If you are serving food inside a building:*

- Make sure the room or area is attractive and clean.
- Use bright colors and decorations that children like.
- Offer good lighting and proper air circulation.
- Provide chairs, tables, dishes, glasses, plastic ware, and serving utensils that are appropriate for children.
- Arrange food on plates and garnish serving lines to make meals attractive.
- Avoid delays so children do not have to wait.
- Have children help set up the food service and help clean up after eating.

*If you are serving food outdoors:*

- Be sure to maintain food quality and safety by providing ice or refrigeration for cold foods, and warmers for hot foods.
- If you are transporting food to outdoor sites, look into using refrigerated trucks and/or warmers. Proper temperature maintenance is necessary and must be accommodated if food is to be transported. For more information, refer to the section on *Food Safety*.
- Provide a safe, clean, and comfortable area for eating and enjoying meals.

## **Nutrition Education**

Nutrition education is learning about foods and how they are important to health. Nutrition education is an important part of serving meals to children participating in SFSP. Encourage your staff to provide a variety of activities to help children learn about healthy eating behaviors.

Nutrition knowledge helps children:

- Adopt healthy eating habits.
- Develop positive attitudes toward nutritious meals.

- Learn to accept a wide variety of foods.
- Establish good food habits early in life.
- Share and socialize in group eating situations.

The teaching of nutrition principles is most effective when you combine concepts with other learning activities. Learning is reinforced when children have an opportunity to practice what you teach them. This section provides tips, resources, and creative ways of incorporating nutrition education into a variety of site activities.

### **Nutrition Education Activities and Resources**

*Sponsor a Nutrition and Physical Activity Fair:* Show children the connection between nutrition and physical activity with a fair. Set up booths that host nutrition and physical activity related games that will encourage them to try new foods and new physical activities that will show them how important the two are for good health.

*Focus on MyPlate:* MyPlate is a great resource that can be incorporated into your program. Visit <http://www.ChooseMyPlate.gov> to download or order the available lesson plans and use them to make nutrition fun for your participants.

*Go Fish!* Give children practice in sorting foods into groups by playing a game of Go Fish with food cards. Print food illustrations from FNS' website ([http://www.fns.usda.gov/sites/default/files/dmp\\_foodcards.pdf](http://www.fns.usda.gov/sites/default/files/dmp_foodcards.pdf)) and cut into cards. Put children into groups of four and distribute 30 cards to each group. The dealer deals out four cards to each child in the group and places the rest of the deck in the middle. Each group is now ready to play. The first child asks the child sitting to his or her left if he or she has a fruit. If the child has a fruit, the second child gives the card to the first child and the first child places the matched pair on the table. The second child who gave up the card picks up a card from the middle. He or she then asks the child to his or her left if they have a vegetable. If the child does not have a vegetable, the child says "go fish" and the child who asked for the card, will pick a card from the middle. The children continue to take turns and ask questions until all the pairs are found. The child with the most pairs wins.

*Team Nutrition:* Make learning about nutrition and physical activity an adventure they will never forget by incorporating Team Nutrition materials into your summer meal site. Activity sheets, lesson plans, posters, and stickers are just a few of the resources available. Materials can be downloaded or ordered from <https://pueblo.gpo.gov/FNS/FNSPubs.php>

*What's the Mystery Food?* Place the child's hand in a paper bag containing a fruit or vegetable and ask him or her to identify it. If he or she cannot identify it, select several children to peek into the bag and provide clues.



## Local Food Activities

*Food Match:* Ask the children to name as many vegetables as they can that are green...purple...yellow, or start with the letter A, etc.

*Field Trips:* Children can learn many things from field trips. They can discover how food is produced, prepared, and sold. If possible, plan excursions to a farm, market, grocery store, dairy, or bakery. After the trip, have children role-play to recall what they learned. Promote other recreational activities such as food drawings, stories, puppet plays with food characters, songs, and games to help children develop wholesome attitudes toward nutritious foods.

Sponsors can pair local foods with fun nutrition and agriculture-based activities to keep children engaged in their programming. Local foods tie into numerous activities that keep children both nourished and engaged, as well as help children learn more about where their food comes from and build healthy eating habits. Possible activities include, but are not limited to:

- Growing or visiting edible gardens;
- Taking a farm field trip or hosting farm visits;
- Harvest of the Month or other special recognition of local foods; and
- Participating in taste tests or cooking demonstrations that feature local foods.

For more tips and ideas on how to increase the nutritional quality and build local foods-related enrichment activities into Summer Meals Programs see SP 07-2016, SFSP 07-2016: *Local Foods and Related Activities in Summer Meals Programs, with Questions and Answers*. In addition, visit USDA's Farm to Summer website to find links to other helpful guidance and resources [<http://www.fns.usda.gov/farmentoschool/farm-summer>].

*Best Practice - Leverage Existing School Gardens:* Through its Summer Food Service Program, Marion City School District provides educational activities that enable kids to get their hands dirty and learn about where their food comes from, while engaging families in adopting healthy habits. The Program does this by aligning summer feeding sites with existing school gardens that are maintained by school staff and volunteers over the summer months. Children at all six of the city's elementary school sites participate in gardening activities like watering, weeding, and harvesting. Along with their families, kids also benefit from free gardening lessons provided by Master Gardeners. This approach aligns summer meals with existing resources to create hands-on learning opportunities in order to keep children's minds and bodies nourished for this coming school year.

## **Promoting Physical Activity**

While physical activity is not an SFSP requirement, it is important that children be provided a healthy environment. Encourage children to take part in vigorous activities and join them whenever possible. Children need at least 60 minutes per day of moderate physical activity. It's important to encourage children to get in the habit of being physically active at a young age. Physical activity helps children have fun and:

- Maintain a healthy weight;
- Develop strong muscles, a healthy heart and lungs;
- Strengthen bones;
- Develop motor skills, balance, and coordination;
- Develop positive attitudes; and
- Improve self-esteem.

Physical activity burns calories, helps with weight control, and reduces the risk of certain chronic diseases, including high blood pressure, stroke, coronary artery disease, type 2 diabetes, and osteoporosis later in life. An inactive lifestyle increases the risk of overweight and obesity as well as many chronic diseases. If activities are part of your SFSP, keep children moving.

Children can be physically active by:

- Turning up the music and dancing;
- Lifting and throwing balls to use muscles;
- Taking the stairs, both up and down; or
- Swimming or playing basketball.

### **Tips for Promoting Physical Activity**

*How can I help children be physically active every day?*

- ☐ Be a good role model. Participate with children in activities and show them that you enjoy active play every day.
- ☐ Create opportunities for safe active play indoors and outdoors. Use toys and equipment that are the right size for the age of the children.
- ☐ Keep children moving. Encourage all children to participate by playing games that do not have them sitting still for a long period of time or “out” of the game early.
- ☐ Help everyone be active. Plan activities that allow all children the opportunity to play, including those with special needs.
- ☐ Include movement and physical action in children’s indoor play and learning activities.
- ☐ Be weather-ready. When weather is too severe for outdoor play, dance to music indoors and tell or read stories that children act out physically.
- ☐ Use space wisely. Many games and activities meant for outdoors and large spaces can be changed for use in limited, indoor spaces. For example, use colored masking tape to create pathways for children to follow as they jump or walk.

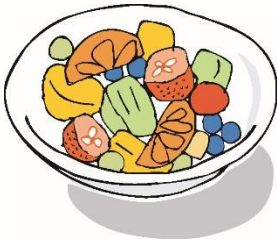
*What are some activities or games I can incorporate at my summer site?*

- ☐ Allow kids to roll, pass, or kick balls to each other.
- ☐ Create an obstacle course.
- ☐ Set up relay races or jumping games.
- ☐ Play *Octopus Tag!* Draw two lines at least 20 feet apart. When the “octopus” in the middle says “Hungry!” the other children (the “fish”) should try to cross to the other side while the octopus tries to tag them. When a fish is tagged, he becomes the octopus’s arm and has to hold hands with the octopus, working with him to try to tag the other fish. The last fish left wins!
- ☐ Add fun to games by using pool noodles, beach balls, and hula-hoops. Try *Noodle Limbo*, *Cooperation Carry*, or *Musical Hoops*. Visit [www.headstartbodystart.org](http://www.headstartbodystart.org) for ideas.
- ☐ Set up a hula-hoop game. With all the children standing in a single file line, give the first child in the line one hula-hoop to hold over his or her head. The child will pull the hula-hoop down over his or her body to the floor, step out of it, and give the hoop to the next person in line.
- ☐ Act out different animals – hop like a rabbit, jump like a kangaroo, or waddle like a duck!
- ☐ Teach children math, science, and language concepts through games involving movement. For example, children can learn to count by tossing bean bags into a bowl.
- ☐ Plan a “movement parade.” March around the room or outside, while calling out different movements children can do: hop, skip, leap, twirl, twist, jump, stomp, and more.
- ☐ Provide two or more 5 to 10 minute periods of adult-led active play or games that promote physical activity every day. Try “follow-the-leader” or musical movement games, such as “Head, Shoulders, Knees, and Toes,” “Hokey Pokey,” and “If You’re Happy and You Know It.”
- ☐ See the *Let’s Move Child Care* Web site for more activity ideas.  
<http://healthykidshealthyfuture.org/content/hkhf/home/activities.html>

## Spotlight on Summer Food Service Programs

Children won't get the nutrition they need to learn, play and grow if the food doesn't taste good. This section shares ideas that creative sponsors have used to enhance the overall quality of the meals they serve.

### **Camp Lejeune Dependents School** **Midway Park, North Carolina**



Why switch from commercial to fresh produce? The school serving the children at Camp Lejeune discovered that buying fresh, locally grown fruits and vegetables enhances meal quality and supports local farmers. The school worked with area farmers to set up a purchasing schedule, so that children could eat SFSP meals featuring vegetables that were harvested the very same morning. Food waste decreased and participation increased at the site. The farmers were eager to see their business grow and help feed children in the community.

### **Community & Economic Development Association (CEDA) of Cook County, Inc.** **Chicago, Illinois**



Serving healthy meals is a top priority for this sponsor. The sponsor prepares its meals at a central kitchen, the local high school, and distributes them to its satellite meal sites. CEDA reviews school menus to get ideas for SFSP meals. All SFSP menus have been reviewed and approved by a registered dietitian to ensure that they are healthy and meet the 30 percent or less fat requirement of the American Heart Association. Serving the meals cafeteria style provides an additional opportunity to model good eating habits. A partnership with the University of Illinois Extension Service reinforces the good eating behaviors of the program through nutrition education activities.

### **Moundsville Housing Authority** **Moundsville, West Virginia**



The Moundsville Housing Authority Summer Program featured a diverse menu from around the world. Every Friday was Ethnic Day, which featured culturally diverse food, placemats, and signs and banners in foreign languages. The success of the Summer Program was linked to the role community partnerships and volunteers played in the program. It was able to procure food donations and food supplies from local businesses. The Moundsville Summer Program also recognized the value of fully understanding the needs of the community and the dietary preferences of kids. To improve the program, it recently conducted a community-wide survey to see how it could provide better service in the future.

# Questions and Answers on Quality Meals

## 1. What are the Dietary Guidelines for Americans?

The Dietary Guidelines for Americans (Dietary Guidelines) are the cornerstone of federal nutrition policy and education. They are recommendations based on what experts have determined to be the best scientific knowledge about diet, physical activity and other issues that impact the health of individuals age 2 and older.

The Dietary Guidelines answer the questions, “What should Americans eat?”, “How should we prepare our food to keep it safe and wholesome?”, and “How should we be active to be healthy?” The Dietary Guidelines are designed to help Americans choose diets that will meet nutrient requirements, promote health, support active lives and reduce risks of chronic disease.

## 2. What is a meal pattern?

A meal pattern is a listing of food components and serving sizes you are required to serve the children in the SFSP. Each component in each meal must be present in at least the minimum serving size in order for you to receive reimbursement for that meal. However, summer sites may use offer versus serve (OVS) meal service and meals will be fully reimbursed if all food components are made available, but the child declines a certain number of items. When the meal pattern requirements are followed, not only do you receive proper reimbursement, but also the child eating the meal receives a well-balanced, nutritious meal that supplies the kinds and amounts of foods that will meet their nutrient and energy needs. You can find the SFSP Meal Pattern Requirement beginning on page 7 of this guidance.

## 3. How can I determine how much food to give to a child?

By using scoops, ladles, and serving spoons of standard sizes, you can provide dependable measures of food items which will ensure the children are getting the amount of food required in the SFSP meal pattern. Scoops can be used for portioning such foods as drop cookies, muffins, meat patties and also some ready to eat vegetables and salads. Use ladles to serve soups, stews, sauces and other similar products. Serving spoons can be used instead of a scoop. However, you must measure or weigh the quantity of food from the various sizes of spoons you use in order to determine the serving size you need. Further, train your kitchen staff to recognize and use the proper serving size spoons, scoops and ladles and provide a sample plate containing the proper amounts of foods for that day's meal service. Keep in mind that each child should be served a

complete meal that contains the necessary food components to make up a reimbursable meal.

#### **4. How can I improve the quality of the meals served in my program?**

Serving high-quality meals is important to ensure children are getting the nutrients they need and to help improve and maintain participation at a summer site. There are a variety of strategies and resources available to help improve the quality of meals served in SFSP and SSO. First, make sure the meals are appetizing to the children attending your summer site, such as culturally appropriate foods. In addition, adding more variety into your menus can help keep children excited about the food they are eating. Try using a cycle menu to offer a range of menus and foods, including some hot food items when possible.

Second, sponsors should, as much as possible, purchase foods that align with the Dietary Guidelines for Americans' recommendations for whole grains, lean proteins, lower-fat dairy, and whole fruits and vegetables. Nutrient dense foods are the basis of a healthful eating pattern and are typically more filling than refined grains and juice. Sites are encouraged to improve the reimbursable meals served by using fresher, healthier, more nutritious products, such as whole fruits and vegetables, lean meats, and unprocessed cheeses.

Third, sponsors can tap into local seasonal harvests to serve a variety of nutritious foods in their freshest state. Incorporating local foods into summer meals keeps meals tasting great, and can also offer an educational opportunity to engage children in your program. For more information on finding and buying local foods, visit the Farm to Summer website (<http://www.fns.usda.gov/farmtoschool/farm-summer>) and the Supporting Local Farmers section of the Summer Meals Toolkit (<http://www.fns.usda.gov/sfsp/summer-meals-toolkit>).

Fourth, sponsors should review SP 05-2016, SFSP 05-2016, *Promoting Nutrition in Summer Meal Programs, with Best Practices*, Summer Meals Toolkit [<http://www.fns.usda.gov/sfsp/summer-meals-toolkit>], Team Nutrition Resource Library [<http://www.fns.usda.gov/tn/resource-library>], and Healthy Meals Resource System [<https://healthymeals.nal.usda.gov>] for additional tips and ideas on how to improve the quality of meals, such as working with vendors or hosting taste tests to help introduce and get children excited about new foods and menus.

#### **5. How can I make mealtime more “fun” for the children I serve?**

There are a lot of things you can do to make the eating experience a more pleasant one. The first thing to know is the children themselves. Each child reacts differently to different foods, and eats in his or her own way. Remember to never force a child to eat and to give them enough time to

eat. The environment you provide is important: a clean area with bright colors, age-appropriate seating, tables and utensils, and presenting attractive meals at the proper temperatures helps. Giving the children quiet time before meals and having them help clean up afterwards can also help children have a positive meal experience.

#### **6. How can I “market” my meals to the children?**

You can do all sorts of things to make the children look forward to the meal service! Advertise the meal with posters and pictures or dress in costumes for a special occasion or activity. Adding “go-with” food items to standard menus or serving ethnic foods are ways to spice up a meal, as well as an opportunity for an educational lesson. Serving a familiar food in a new way, or serving the meal in a different setting can also make mealtime fun!

#### **7. I have a few children in my Program that need special meals. What should I do?**

Sometimes children have a disability or food allergy that prevents them from eating the same foods as the other children. Such children are entitled to receive modified meals from the Program and you are required to provide those modified meals, provided the preparation of those meals does not cause your organization undue hardship. For children with disabilities and food allergies that require specially prepared meals, the parent or guardian must provide you with a physician’s statement addressing the food-related disability. This statement, at a minimum, should outline the child’s disability or allergy, the major life activity affected by the disability or allergy, and the food or foods that should be omitted or substituted. This statement must be signed by the licensed physician or licensed health care professional who is authorized to write medical prescriptions under State law.

#### **8. I want to get the most for my food dollar. How can I accomplish that?**

Careful planning and buying is the key to getting the most from your food dollar. Getting good quality food in the proper amounts at the best possible price is what it’s all about! Buy food from suppliers who provide the best quality product and offer food that will help you meet SFSP meal patterns and the Dietary Guidelines, and at a reasonable price. When deciding what to buy read the labels carefully, buy federally inspected meats and poultry, check packaging and expiration dates, purchase only pasteurized milk and milk products and juice and make sure perishable foods have been kept under refrigeration and that frozen food has been kept frozen. Review your cycle menu to see what recipes you’ll use and the items needed. Check your inventory and be sure to follow a grocery list when you make your

purchases. USDA's *Food Buying Guide for Child Nutrition Programs* will help you determine the quantities of food to purchase.





## **PART II — FOOD SAFETY**

### **Take Precautions: Food Safety**

In this section, you will find information on:

- The importance of food safety
- How to keep food safe
- Minimum safe internal temperatures for hot food
- Using a thermometer
- Cooking with microwave ovens
- Traditional and locally grown food
- What you can do if a child becomes sick



## **Importance of Food Safety**

### *What is foodborne illness?*

Foodborne illness is illness that comes from eating food contaminated with harmful bacteria or other pathogens. Symptoms may occur within hours, days, or weeks and are often similar to gastrointestinal illness or “stomach flu” like symptoms. A person with a foodborne illness may experience symptoms such as nausea, vomiting, diarrhea, or fever.

### *Who is at risk for foodborne illnesses?*

Everyone is at risk for getting a foodborne illness. However, young children are especially at risk for having foodborne illnesses because their bodies and immune systems are still developing. Pregnant women, the elderly, and those who have chronic illnesses or compromised immune systems are also at high risk for getting a foodborne illness.

### *How do bacteria get in food?*

Microorganisms may be present on food products when you purchase them, or food can become contaminated during preparation. Thousands of types of bacteria are naturally present in our environment. Microorganisms that cause disease are called pathogens. When certain pathogens enter the food supply and are eaten, they cause foodborne illness. During food preparation, food can become cross-contaminated with pathogens transferred from raw egg products, raw meat, poultry, and seafood products and their juices, other contaminated products, or from food handlers with poor personal hygiene. Most cases of foodborne illness can be prevented with proper cooking or processing of food to destroy pathogens, and safe food handling practices.

It is also important to have a date marking system in place. Date marking is a way to control the growth of *Listeria*, a bacterium that grows at refrigeration temperatures. A date marking system identifies how old foods are and when those foods should be discarded before these bacteria can cause a foodborne illness. A sample Standard Operating Procedure (SOP) for date marking ready-to-eat, potentially hazardous foods can be found in the Reference Section. If you suspect cases of foodborne illness at your SFSP site(s), follow the procedures outlined in the Reference Section.

## Keep Food Safe

Following four simple steps can help keep children at your site safe from food poisoning:

- **CLEAN:** Wash hands and surfaces often.
- **SEPARATE:** Don't cross-contaminate.
- **COOK:** Cook to the right temperature.
- **CHILL:** Refrigerate promptly.

### CLEAN

Follow these tips to make sure everything that touches food is clean.

*Wash hands the right way- for 20 seconds with soap and running water*

#### How:

- Wet your hands with warm or cold running water and apply soap.
- Rub your hands together to make a lather and scrub them well. Be sure to scrub the backs of your hands, between your fingers, and under your nails.
- Continue rubbing hands for at least 20 seconds. Try humming or singing "Happy Birthday" twice.
- Rinse your hands well under running water.
- Dry your hands using a clean towel or air dry.

#### When:

- Before eating food; before, during, and after preparing food.
- After handling uncooked eggs, or raw meat, poultry, seafood, or their juices.
- After blowing your nose, coughing, or sneezing.
- After touching garbage.
- After using the bathroom.

*Wash surfaces and utensils after each use*

- Use paper towels or clean cloths to wipe up kitchen surfaces or spills. Wash cloths often in the hot cycle of a washing machine.
- Wash cutting boards, dishes, utensils, and counter tops with hot, soapy water after preparing each food item and before you go on to the next item.
- As an extra precaution, use a solution of 1 tablespoon of unscented, liquid chlorine bleach in 1 gallon of water to sanitize washed surfaces and utensils.

*Wash fruits and veggies- but not meat, poultry, or eggs!*

- Cut away any damaged or bruised areas.
- Rinse produce under running water. Don't use soap,

- detergent, or bleach, or commercial produce washes.
- Scrub firm produce—like melons or cucumbers—with a clean produce brush.
- Dry produce with a paper towel or clean cloth towel.
- Bagged produce marked “pre-washed” is safe to use without further washing.

For more information on CLEAN visit:

<http://www.foodsafety.gov/keep/basics/clean/index.html>.

## **SEPARATE**

Keep foods that are ready to eat separate from those that are raw or that might contain harmful germs. Be sure to separate foods at each step of food handling. Keep fruits and vegetables away from raw meat, poultry, and seafood while buying, storing, or preparing them.

*Use separate cutting boards and plates for produce and for meat, poultry, seafood, and eggs.*

- Use one cutting board for fresh produce, and one for raw meat, poultry, or seafood.
- Use separate plates and utensils for cooked and raw foods.
- Before using them again, thoroughly wash plates, utensils, and cutting boards that held raw meat, poultry, seafood, or eggs.
- Once a cutting board get excessively worn or develops hard-to-clean grooves, consider replacing it.

*Keep meat, poultry, seafood, and eggs separate from all other foods when shopping.*

- Separate raw meat, poultry, seafood, and eggs from other foods in your shopping cart.
- At checkout, place raw meat, poultry, and seafood in plastic bags to keep their juices from dripping on other foods.

*Keep meat, poultry, seafood, and eggs separate from all other foods in the fridge.*

- Place raw meat, poultry, and seafood in containers or sealed plastic bags to prevent their juices from dripping or leaking onto other foods. If you’re not planning to use these foods within a few days, freeze them instead.
- Keep eggs in their original carton and store them in the main compartment of the refrigerator- not the door.

For more information on SEPARATE visit:

<http://www.foodsafety.gov/keep/basics/separate/index.html>

## COOK

Food is safely cooked when a food thermometer indicates the food has reached a safe enough internal temperature to kill the harmful bacteria that causes foodborne illness.

### *Use a food thermometer.*

- If you don't already have one, consider buying a food thermometer. Learn more about the different types of thermometers here: <http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/fsis-educational-campaigns/thermy/types-of-food-thermometers>.
- When you think the food is done, place the food thermometer in the thickest part of the food, making sure not to touch bone, fat, or gristle.
- Wait the amount of time recommended for your type of thermometer.
- Compare your thermometer reading to the Minimum Cooking Temperatures Chart on page 78 to be sure it's reached a safe temperature.
- Some foods need 3 minutes of rest time after cooking to make sure that harmful germs are killed.
- Clean your food thermometer with hot, soapy water after each use.

### *Keep hot food after cooking (at 140°F or above)*

- Keep food above the safe temperature of 140°F by using a heat source like a chafing dish, warming tray, or slow cooker.

### *Microwave food thoroughly (to 165°F)*

- When you microwave, stir your food in the middle of heating.
- If the food label says, "Let stand for x minutes after cooking," don't skimp on the standing time. Letting your microwaved food sit for a few minutes actually helps your food cook more completely by allowing colder areas of food time to absorb heat from hotter areas of food. That extra minute or two could mean the difference between a delicious meal and food poisoning.
- After waiting a few minutes, check the food with a food thermometer to make sure it is 165°F or above.

For more information on COOK visit:

<http://www.foodsafety.gov/keep/basics/cook/index.html>

## CHILL

Illness-causing bacteria can grow in perishable within two hours unless you refrigerate them. And if the temperature is 90°F or higher, such as during the summer, illness-causing bacteria can start growing in one hour. By refrigerating food promptly and properly, you can avoid food poisoning.

### *Refrigerate perishable foods within two hours.*

- Pack your refrigerator with care. To properly chill food (and slow bacteria growth), cold air must be allowed to circulate in your fridge. For this reason, it's important to not over-stuff your fridge.
- Your fridge should be between 40°F and 32°F. Appliance thermometers help you know if the fridge is cold enough.
- Get perishable foods into the fridge or freezer within two hours. In the summer months, cut that time down to one hour.
- Remember to store leftovers within two hours as well. By dividing leftovers into several clean, shallow containers, you'll allow them to chill faster.

### *Freezing.*

- Freezing does not destroy harmful bacteria, but it does keep food safe until you can cook it.
- Your freezer should be 0°F or below. Appliance thermometers help you know if the freezer is cold enough.

### *Never thaw or marinate foods on the counter.*

To thaw food safely, choose one of these options:

- **Thaw in the refrigerator.** This is the safest way to thaw meat, poultry, and seafood. Simply take the food out of the freezer and place it on a plate or pan that can catch any juices that may leak. Normally, it should be ready to use the next day.
- **Thaw in cold water.** For faster thawing, you can put the frozen package in a watertight plastic bag and submerge it in cold water. Be sure to change the water every 30 minutes. Note: if you thaw this way, be sure to cook the food immediately.
- **Thaw in the microwave.** Faster thawing can also be accomplished in the microwave. Simply follow instructions in your owner's manual for thawing. As with thawing in cold water, food thawed in the microwave should be cooked immediately.
- **Cook without thawing.** If you don't have time to thaw food, just remember, it is safe to cook foods from a frozen state—but your cooking time will be

approximately 50 percent longer than fully thawed meat or poultry.

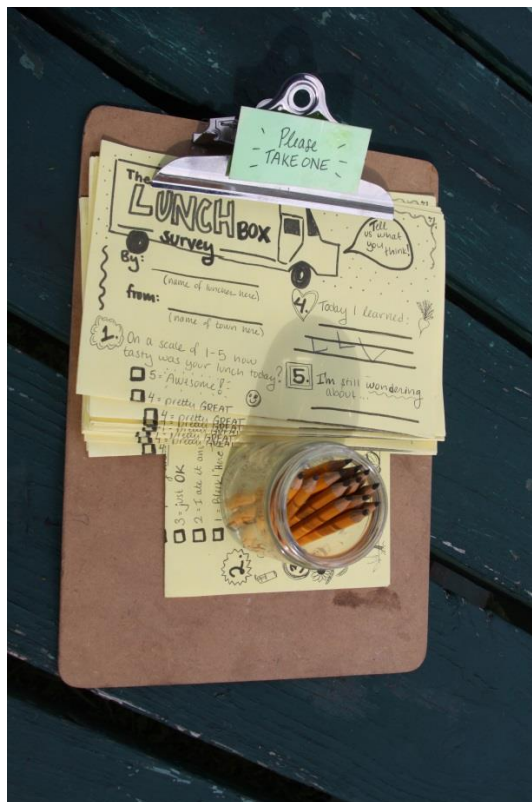
To marinate, always marinate in the fridge.

*Know when to throw food out.*

- You can't tell just by looking or smelling whether harmful bacteria has started to grow on leftovers or refrigerated foods.
- Use the Safe Storage Times chart (<http://www.foodsafety.gov/keep/charts/storagetimes.html>) to make sure you throw food out before harmful bacteria grow.

For more information on CHILL visit:

<http://www.foodsafety.gov/keep/basics/chill/index.html>



## Minimum Cooking Temperatures Chart

Category	Food	Temperature (°F)	Rest Time
<b>Ground Meat &amp; Meat Mixtures</b>	Beef, Pork, Veal, Lamb	160	None
	Turkey, Chicken	165	None
<b>Fresh Beef, Veal, Lamb</b>	Steaks, roasts, chops	145	3 minutes
<b>Poultry</b>	Chicken & Turkey, whole	165	None
	Poultry breasts, roasts	165	None
	Poultry thighs, legs, wings	165	None
	Duck & Goose	165	None
	Stuffing (cooked alone or in bird)	165	None
<b>Pork and Ham</b>	Fresh pork	145	3 minutes
	Fresh ham (raw)	145	3 minutes
	Precooked ham (to reheat)	140	None
<b>Eggs &amp; Egg Dishes</b>	Eggs	Cook until yolk and white are firm	None
	Egg dishes	160	None
<b>Leftovers &amp; Casseroles</b>	Leftovers	165	None
	Casseroles	165	None
<b>Seafood</b>	Fin Fish	145 or cook until flesh is opaque and separates easily with a fork.	None
	Shrimp, lobster, and crabs	Cook until flesh is pearly and opaque.	None
	Clams, oysters, and mussels	Cook until shells open during cooking.	None
	Scallops	Cook until flesh is milky white or opaque and firm.	None

\*The food safety guidelines provided here are based on recommendations found on the Web site [www.foodsafety.gov](http://www.foodsafety.gov). Sponsors should check with their State agency or sponsoring organization for the specific food safety requirements in the communities they serve.



## Using a Food Thermometer

Using a food thermometer is the only sure way to tell if the food has reached a high enough temperature to destroy harmful bacteria.

Always check the temperature of foods to make sure that they are thoroughly cooked (see **above chart** for minimum temperatures).

- Use a metal-stemmed, numerically scaled thermometer, accurate to plus or minus 2 °F.
- Sanitize the thermometer before each use with a sanitizing solution (see page 121).
- Check the food temperature in several places, especially in the thickest parts.
- To avoid getting a false reading, be careful not to let the thermometer touch the pan, bone, fat or gristle.
- For poultry, insert the tip into the thick part of the thigh next to the body.

A thermometer graphic, a daily temperature form- internal food temperature, and a storage temperature form can be found in the Reference Section.



## Microwave Cooking

Some summer food service sponsors are making use of microwave cooking in kitchens. Microwave ovens heat the surfaces of food quickly, but leave food with "cold spots" that could support the growth of harmful bacteria. It is recommended that large cuts of meat not be prepared in the microwave.

It is important to become familiar with the manufacturer's information so that food cooks thoroughly and evenly in the microwave. In addition, follow these microwave safety tips:

- Cover food to hold in moisture, cook evenly, and keep microwave clean.
- If microwave does not have a turntable, stir food several times during heating.
- Allow food cooked in the microwave to stand covered for 2 minutes after heating.
- Check the internal temperature of food in several places to verify that food has reached a safe internal temperature of 165 °F in all parts of food.

## Traditional and Locally Grown Foods

FNS understands the importance of serving traditional foods and encourages SFSP operators to source locally grown and raised foods. When serving traditional and locally grown foods, SFSP operators need to understand the applicable food safety requirements.

Three agencies within the Federal Government are responsible for establishing rules and regulations that govern the sale and use of meat, poultry, game, and eggs in the Child Nutrition Programs: the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service (FSIS), the Department of Health and Human Services (DHHS) Food and Drug Administration (FDA), and the USDA Food and Nutrition Service (FNS). Together these agencies establish rules and regulations to ensure that all products, served in CNP meals and otherwise, are safe, wholesome, and correctly labeled and packaged. In turn, State and local governments adopt Federal regulations and guidelines and often tailor the rules to address specific issues. The memorandum SP01-2016, CACFP 01-2016, SFSP 01-2016 Procuring Local Meat, Poultry, Game, and Eggs in Child Nutrition Programs ([http://www.fns.usda.gov/sites/default/files/cn/SP01\\_CACFP%2001\\_SFSP01-2016os.pdf](http://www.fns.usda.gov/sites/default/files/cn/SP01_CACFP%2001_SFSP01-2016os.pdf)) aims to help Child Nutrition Program operators understand traditional and locally grown food safety requirements and aid them in purchasing from local ranchers and producers as much as possible.

## What You Can Do

*What should I do if I suspect a child at my site has a foodborne illness?*

Unfortunately, there may be a time when despite the best of intentions, a child may become ill as a result of the food he or she eats. Here are some guidelines to follow if a child is suspected to be suffering from a foodborne illness.

- Get the following information:
  - Name(s) of the child(ren).
  - Name of parent or guardian.
  - Parent's or guardian's telephone number.
  - When the child ate last (the date and time).
  - What the child ate last (include everything eaten).
  - Whether anything tasted bad when it was eaten.
  - What time the child began to feel ill, including the symptoms.
- Include information on the food item(s) involved. Seal and keep all leftovers of the suspected food(s) and mark "DO NOT USE."
- Call the local or State Health Department and inform them of the incident. They will direct you on what to do with the child and the suspected food(s).

For more information about food safety in SFSP, visit the Institute of Child Nutrition's Food Safety for Summer Food Service Programs (<http://theicn.org/ResourceOverview.aspx?ID=73>). These lessons are designed to help staff and volunteers of SFSPs learn ways to provide safe foods and teach children basic food safety practices.

## Keep Food Fresh: Food Storage

In this section, you will find tips on:

- How to properly store your food
- How to keep food inventory records

**Storage Facilities** Good storage facilities (dry, frozen, and refrigerated) help keep food safe, fresh, and appetizing. Food products must be in excellent condition when they arrive at the receiving area. They must be kept that way as you store, prepare, and serve them.

### Guidelines for Proper Storage

- Examine all food upon delivery to be sure it is not spoiled, dirty, infested with insects, or opened. Do not accept or use cans with bulges or without labels. Do not accept frozen foods that have started to thaw. Send these items back.
- Store all food off the floor on clean racks, dollies, or other clean surfaces. Pallets and dollies should be at least 6 inches off the floor to permit cleaning under them.
- Keep storage rooms clean, sanitary, and free from rodent infestations. Clean on a rotating schedule to ensure that regular cleaning is done on a consistent basis.
- Protect foods such as flour, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing them in tightly covered containers.
- Make sure refrigerated and frozen storage maintain proper temperatures.
- Use foods on a "first-in, first-out" basis. Arrange foods so that older supplies will be used first. Label shelves if necessary.
- Use the FoodKeeper (<http://www.foodsafety.gov/keep/foodkeeperapp/>). It will help you maximize the freshness and quality of items. By doing so you'll be able to keep items fresh longer than if they were not stored properly.



## Drive Dirt and Germs Out: Food Sanitation

In this section, you will find information on:

- Some common sense rules on food sanitation
- Tips on dishwashing, cleaning, and sanitizing

### Food Sanitation Rules

Follow these rules to ensure a safe and clean environment for serving food to children:

- **Wash hands** thoroughly with soap and warm running water for 20 seconds before handling food or utensils. Wash hands after each visit to the restroom, eating, touching the face or other body parts (these also apply to children).
- **Clean** and **sanitize** utensils, cutting boards, and work surfaces thoroughly after each contact with raw eggs, fish, meats, and poultry. **Sanitize** between use for raw and cooked, or use separate plates or equipment (See page 121 for how to sanitize).
- Thoroughly rinse all fresh fruits and vegetables with water before cooking or serving. Do not use soap, as it can leave residue.
- **Do not handle ready-to-eat foods with bare hands.** Use disposable plastic gloves, as required by local health codes. Use gloves for only one task and throw away – for example, if you touch other equipment, or handle money, etc.
- Keep hands off face and hair. Wash hands if touched.
- Wear clean uniforms and hair restraints.
- Food service staff with open cuts, sores, colds or other contagious illnesses, **or experiencing foodborne illness symptoms** should not prepare or serve food.
- Properly clean and sanitize all food preparation and service areas; wipe up spilled food immediately.
- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Meet health standards set by your State and local health department.

Visit the Institute of Child Nutrition's *Employee Health and Personal Hygiene for Child Nutrition Programs*

(<http://www.nfsmi.org/ResourceOverview.aspx?ID=430>) for more resources that highlight best practices for child nutrition employees in schools and in child care to use to prevent spreading pathogens that can cause foodborne illnesses.

## **Cleanup**

Give careful attention to cleanup procedures following food preparation and service. If you use disposable ware (dishes, trays, utensils, glasses, etc.), promptly and carefully remove the disposable items from the site. If you use permanent ware, you must make sure to wash and sanitize them after each use.

## **Dishwashing Procedures**

Whether washing dishes by hand or by machine, minimum procedures include the following:

- Scrape and pre-rinse before washing.
- Wash with detergent solution in hot water.
  - If washing by hand, temperature should not be less than 110 °F or the temperature specified on the cleaning agent manufacturer's label.
  - If washing by machine, water temperature should be between 150-165 °F, depending on the type of machine.
- Rinse with clear, hot water between 120 °F to 139 °F.
- Sanitize with a final rinse of at least 171 °F for 30 seconds or a final rinse containing a chemical sanitizing agent.
- Air dry on a clean rack.
- Store in a clean area, protected from contamination.

## Cleaning and Sanitizing

In addition to the cleanup of disposable or permanent ware, you must properly clean and sanitize food preparation and service areas (equipment, floors, etc.). A cleaning schedule should be part of the overall work schedule to assure that the site is cleaned regularly. If serving meals outdoors, clean picnic tables, serving tables, or cover with disposable table cloths.

*What's the difference between cleaning and sanitizing?*

Cleaning is removing food, grease, sauces, dirt and dust, etc., from a surface generally with a detergent and water. Sanitizing is the reduction of bacteria and viruses that may be on a surface with a special solution. Household bleach is a sanitizer that is inexpensive and is approved by your local health department. Make sure to sanitize food preparation areas, tables, countertops, cutting boards, drying racks, and sinks.



### How to Sanitize

1. Mix 1.5 teaspoons to 1 tablespoon (do not exceed 1 tablespoon) of bleach with one gallon of warm water. Put the mixture in a spray bottle and label it. For maximum effectiveness, mix fresh bleach solution every day. Any leftover solution should be discarded at the end of the day.
2. Clean surface with warm soapy water.
3. Rinse with water.
4. Spray with sanitizing solution and wipe with paper towel(s).
5. Air dry (no need to rinse off the sanitizing solution).

For more information on cleaning and sanitizing, refer to the Reference Section.

## Sample Food Safety Checklist

Date: \_\_\_\_\_ Observer: \_\_\_\_\_  
 —

Directions: Use this checklist daily. Determine areas in your operations requiring corrective action. Record corrective action taken and keep completed records in a notebook for future reference.

### PERSONAL HYGIENE

	Yes	No	Corrective Action
• Employees wear clean and proper uniform including shoes.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Effective hair restraints are properly worn.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Fingernails are short, unpolished, and clean (no artificial nails).	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Jewelry is limited to a plain ring, such as wedding band and a watch and no bracelets.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Hands are washed properly, frequently, and at appropriate times.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Burns, wounds, sores or scabs, or splints and water-proof bandages on hands are bandaged and completely covered with a foodservice glove while handling food.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Eating, drinking, chewing gum, smoking, or using tobacco is allowed only in designated areas away from preparation, service, storage, and ware washing areas.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Employees use disposable tissues when coughing or sneezing and then immediately wash hands.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Employees appear in good health.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Hand sinks are unobstructed, operational, and clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Hand sinks are stocked with soap, disposable towels, and warm water.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• A hand washing reminder sign is posted.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Employee restrooms are operational and clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### FOOD PREPARATION

	Yes	No	Corrective Action
• All food stored or prepared in facility is from approved sources.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food equipment utensils, and food contact surfaces are properly washed, rinsed, and sanitized before every use.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Frozen food is thawed under refrigeration, cooked to proper temperature from frozen state, or in cold running water.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Thawed food is not refrozen.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Preparation is planned so ingredients are kept out of the temperature danger zone to the extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is tasted using the proper procedure.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Procedures are in place to prevent cross-contamination.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is handled with suitable utensils, such as single use gloves or tongs.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### Food Safety Checklist, continued

	Yes	No	Corrective Action
• Food is prepared in small batches to limit the time it is in the temperature danger zone.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Clean reusable towels are used only for sanitizing equipment and surfaces and not for drying hands, utensils, or floor.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is cooked to the required safe internal temperature for the appropriate time. The temperature is tested with a calibrated food thermometer.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• The internal temperature of food being cooked is monitored and documented.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### HOT HOLDING

	Yes	No	Corrective Action
• Hot holding unit is clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is heated to the required safe internal temperature before placing in hot holding. Hot holding units are not used to reheat potentially hazardous foods.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Hot holding unit is pre-heated before hot food is placed in unit.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Temperature of hot food being held is at or above 135 °F.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is protected from contamination.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### COLD HOLDING

	Yes	No	Corrective Action
• Refrigerators are kept clean and organized.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Temperature of cold food being held is at or below 41 °F.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is protected from contamination.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### REFRIGERATOR, FREEZER, AND MILK COOLER

	Yes	No	Corrective Action
• Thermometers are available and accurate.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Temperature is appropriate for pieces of equipment.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is stored 6 inches off floor or in walk-in cooling equipment.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Refrigerator and freezer units are clean and neat.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Proper chilling procedures are used.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• All food is properly wrapped, labeled, and dated.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• The FIFO (First In, First Out) method of inventory management is used.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Ambient air temperature of all refrigerators and freezers is monitored and documented at the beginning and end of each shift.	<input type="checkbox"/>	<input type="checkbox"/>	_____



## Food Safety Checklist, continued

### FOOD STORAGE AND DRY STORAGE

	Yes	No	Corrective Action
• Temperatures of dry storage area is between 50 °F and 70 °F or State public health department requirement.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• All food and paper supplies are stored 6 to 8 inches off the floor.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• All food is labeled with name and received date.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Open bags of food are stored in containers with tight fitting lids and labeled with common name.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• The FIFO (First In, First Out) method of inventory management is used.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• There are no bulging or leaking canned goods.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is protected from contamination.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• All food surfaces are clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Chemicals are clearly labeled and stored away from food and food-related supplies.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• There is a regular cleaning schedule for all food surfaces.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food is stored in original container or a food grade container.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### CLEANING AND SANITIZING

	Yes	No	Corrective Action
• Three-compartment sink is properly set up for ware washing.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Dish machine is working properly (such as gauges and chemicals are at recommended levels).	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Water is clean and free of grease and food particles.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Water temperatures are correct for wash and rinse.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• If heat sanitizing, the utensils are allowed to remain immersed in 171 °F water for 30 seconds.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• If using a chemical sanitizer, it is mixed correctly and a sanitizer strip is used to test chemical concentration.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Smallware and utensils are allowed to air dry.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Wiping cloths are stored in sanitizing solution while in use.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### UTENSILS AND EQUIPMENT

	Yes	No	Corrective Action
• All small equipment and utensils, including cutting boards and knives, are cleaned and sanitized between uses.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Small equipment and utensils are washed, sanitized, and air-dried.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Work surfaces and utensils are clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Work surfaces are cleaned and sanitized between uses.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### Food Safety Checklist, continued

	Yes	No	Corrective Action
• Thermometers are cleaned and sanitized after each use.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Thermometers are calibrated on a routine basis.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Can opener is clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Drawers and racks are clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Clean utensils are handled in a manner to prevent contamination of areas that will be in direct contact with food or a person's mouth.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### LARGE EQUIPMENT

	Yes	No	Corrective Action
• Food slicer is clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Food slicer is broken down, cleaned, and sanitized before and after every use.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Boxes, containers, and recyclables are removed from site.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Loading dock and area around dumpsters are clean and odor-free.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Exhaust hood and filters are clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### GARBAGE STORAGE AND DISPOSAL

	Yes	No	Corrective Action
• Kitchen garbage cans are clean and kept covered.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Garbage cans are emptied as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Boxes and containers are removed from site.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Loading dock and area around dumpster are clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• Dumpsters are clean.	<input type="checkbox"/>	<input type="checkbox"/>	_____

### PEST CONTROL

	Yes	No	Corrective Action
• Outside doors have screens, are well-sealed, and are equipped with a self-closing device.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• No evidence of pests is present.	<input type="checkbox"/>	<input type="checkbox"/>	_____
• There is a regular schedule of pest control by a licensed pest control operator.	<input type="checkbox"/>	<input type="checkbox"/>	_____

Source: National Food Service Management Institute. (2009). *Serving it safe training resource*. University, MS: Author.

## **Questions and Answers on Food Safety**

### **1. How should I store the foods I purchase?**

Proper storage will keep the foods you buy safe, fresh, and appetizing. Check the condition of all foods once they reach your receiving area, and store them in the proper environment. Dry foods must be stored in a dry area, off of the floor, and refrigerated or frozen foods must be stored in refrigerators or freezers under the proper temperatures. It is important to keep all food storage areas orderly, clean, sanitary, and free from rodent or insect infestation, and to rotate your foods on a “first-in, first out” basis. Keeping inventory records will also help you in knowing what foods you have on hand, what you’ll need to buy, as well as tracking food costs.

### **2. I want to be sure I maintain a clean kitchen. How can I accomplish this?**

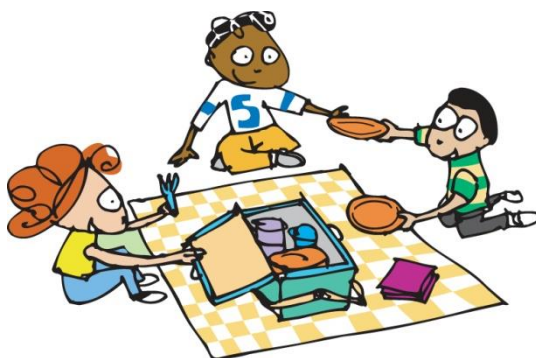
Proper sanitation will go a long way in preventing or reducing the risk of food borne illnesses. Washing hands thoroughly with warm, soapy water before handling foods or utensils is absolutely necessary. You should wash and sanitize all dishes, utensils, equipment and work surfaces. Wearing clean uniforms and hairnets using disposable gloves, and adhering to local and state health codes are important things to keep in mind. Be sure to immediately clean up any spilled foods, and empty garbage cans daily. Make sure those cans have covers and are lined with plastic or paper.

### **3. Do I need to be concerned with food safety?**

Yes! It is extremely important for you to take every precaution against foodborne illness, an illness that comes from eating food contaminated with harmful bacteria or other pathogens. Food stored, cooked, held, or handled at improper temperatures allow bacteria to grow to dangerous levels. The best way to combat foodborne illness is to make sure foods are stored, handled, and cooked at the right temperature, and making sure cold foods are kept cold (at or below 40 °F), and that hot foods are kept hot (at 140 °F or above). Never let perishable foods remain in the danger zone temperature (40 °F to 140 °F) any longer than necessary. Ensure that all food preparation surfaces and utensils are clean at all times, and use food thermometers to check foods when cooking, handling, and serving food. USDA has a Meat and Poultry Hotline (1-888-674-6854) that you can call to get more information on food safety. The Food and Drug Administration also has a hotline with food safety information, which is handled by the Center for Food Safety and Applied Nutrition: 1-888-SAFEFOOD (1-888-723-3366).

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## Summer Menu Checklist

Evaluate menus on a weekly and monthly basis.

	Yes	No
1. Have you included all food components in the minimum portion sizes as specified by the USDA?	_____	_____
2. Have you varied foods from day to day and week to week?	_____	_____
3. Are foods containing vitamin A, vitamin C, and iron offered frequently?	_____	_____
4. Do meals include a variety of foods with a balance of color, texture, shape, flavor, and temperature?	_____	_____
5. Have you included fresh fruits and vegetables often, as well as whole-grain or enriched bread or fortified cereal products?	_____	_____
6. Have you included "other foods" to satisfy the appetites and to help meet the nutritional needs of the children?	_____	_____
7. Have you considered the children's likes and dislikes, cultural, and ethnic practices?	_____	_____
8. Have you chosen foods lower in saturated and <i>trans</i> fats?	_____	_____
9. Have you chosen foods with minimal added sugars?	_____	_____
10. Have you chosen foods lower in salt (sodium)?	_____	_____
11. Have you included local foods when possible?	_____	_____

## Grains and Breads

GROUP A	MINIMUM SERVING SIZE FOR GROUP A
<ul style="list-style-type: none"> <li>• Bread type coating</li> <li>• Bread sticks (hard)</li> <li>• Chow mein noodles</li> <li>• Crackers (saltines and snack crackers)</li> <li>• Croutons</li> <li>• Pretzels (hard)</li> <li>• Stuffing (dry) Note: weights apply to bread in stuffing</li> </ul>	1 serving = 20 gm or 0.7 oz $\frac{3}{4}$ serving = 15 gm or 0.5 oz $\frac{1}{2}$ serving = 10 gm or 0.4 oz $\frac{1}{4}$ serving = 5 gm or 0.2 oz
GROUP B	MINIMUM SERVING SIZE FOR GROUP B
<ul style="list-style-type: none"> <li>• Bagels</li> <li>• Batter type coating</li> <li>• Biscuits</li> <li>• Breads (white, wheat, whole wheat, French, Italian)</li> <li>• Buns (hamburger and hotdog)</li> <li>• Crackers (graham crackers - all shapes, animal crackers)</li> <li>• Egg roll skins</li> <li>• English muffins</li> <li>• Pita bread (white, wheat, whole wheat)</li> <li>• Pizza crust</li> <li>• Pretzels (soft)</li> <li>• Rolls (white, wheat, whole wheat, potato)</li> <li>• Tortillas (wheat or corn)</li> <li>• Tortilla chips (wheat or corn)</li> <li>• Taco shells</li> </ul>	1 serving = 25 gm or 0.9 oz $\frac{3}{4}$ serving = 19 gm or 0.7 oz $\frac{1}{2}$ serving = 13 gm or 0.5 oz $\frac{1}{4}$ serving = 6 gm or 0.2 oz
GROUP C <sup>1</sup>	MINIMUM SERVING SIZE FOR GROUP C
<ul style="list-style-type: none"> <li>• Cookies <sup>2</sup> (plain)</li> <li>• Cornbread</li> <li>• Corn muffins</li> <li>• Croissants</li> <li>• Pancakes</li> <li>• Pie crust (dessert pies <sup>2</sup>, fruit turnovers <sup>3</sup>, and meat/meat alternate pies)</li> <li>• Waffles</li> </ul>	1 serving = 31 gm or 1.1 oz $\frac{3}{4}$ serving = 23 gm or 0.8 oz $\frac{1}{2}$ serving = 16 gm or 0.6 oz $\frac{1}{4}$ serving = 8 gm or 0.3 oz

<sup>1</sup> Some of the following foods, or their accompaniments may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

<sup>2</sup> Allowed only for desserts under the enhanced food-based menu planning alternative specified in §210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP.

<sup>3</sup> Allowed for desserts under the enhanced food-based menu planning alternative specified in §210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP, and for breakfasts served under the SBP, SFSP and CACFP.

<b>GROUP D</b>	<b>MINIMUM SERVING SIZE FOR GROUP D</b>
<ul style="list-style-type: none"> <li>• Doughnuts <sup>3</sup> (cake and yeast raised, unfrosted)</li> <li>• Granola bars <sup>3</sup> (plain)</li> <li>• Muffins (all, except corn)</li> <li>• Sweet roll <sup>3</sup> (unfrosted)</li> <li>• Toaster pastry <sup>3</sup> (unfrosted)</li> </ul>	1 serving = 50 gm or 1.8 oz $\frac{3}{4}$ serving = 38 gm or 1.3 oz $\frac{1}{2}$ serving = 25 gm or 0.9 oz $\frac{1}{4}$ serving = 13 gm or 0.5 oz
<b>GROUP E</b>	<b>MINIMUM SERVING SIZE FOR GROUP E</b>
<ul style="list-style-type: none"> <li>• Cookies <sup>2</sup> (with nuts, raisins, chocolate pieces and/or fruit purees)</li> <li>• Doughnuts <sup>3</sup> (cake and yeast raised, frosted or glazed)</li> <li>• French toast</li> <li>• Grain fruit bars <sup>3</sup></li> <li>• Granola bars <sup>3</sup> (with nuts, raisins, chocolate pieces and/or fruit)</li> <li>• Sweet rolls <sup>3</sup> (frosted)</li> <li>• Toaster pastry <sup>3</sup> (frosted)</li> </ul>	1 serving = 63 gm or 2.2 oz $\frac{3}{4}$ serving = 47 gm or 1.7 oz $\frac{1}{2}$ serving = 31 gm or 1.1 oz $\frac{1}{4}$ serving = 16 gm or 0.6 oz
<b>GROUP F</b>	<b>MINIMUM SERVING SIZE FOR GROUP F</b>
<ul style="list-style-type: none"> <li>• Cake <sup>2</sup> (plain, unfrosted)</li> <li>• Coffee cake <sup>3</sup></li> </ul>	1 serving = 75 gm or 2.7 oz $\frac{3}{4}$ serving = 56 gm or 2 oz $\frac{1}{2}$ serving = 38 gm or 1.3 oz $\frac{1}{4}$ serving = 19 gm or 0.7 oz
<b>GROUP G</b>	<b>MINIMUM SERVING SIZE FOR GROUP G</b>
<ul style="list-style-type: none"> <li>• Brownies <sup>2</sup> (plain)</li> <li>• Cake <sup>2</sup> (all varieties, frosted)</li> </ul>	1 serving = 115 gm or 4 oz $\frac{3}{4}$ serving = 86 gm or 3 oz $\frac{1}{2}$ serving = 58 gm or 2 oz $\frac{1}{4}$ serving = 29 gm or 1 oz
<b>GROUP H</b>	<b>MINIMUM SERVING SIZE FOR GROUP H</b>
<ul style="list-style-type: none"> <li>• Barley</li> <li>• Breakfast cereals (cooked) <sup>4</sup></li> <li>• Bulgur or cracked wheat</li> <li>• Macaroni (all shapes)</li> <li>• Noodles (all varieties)</li> <li>• Pasta (all shapes)</li> <li>• Ravioli (noodle only)</li> <li>• Rice (enriched white or brown)</li> </ul>	1 serving = $\frac{1}{2}$ cup cooked (or 25 gm dry)
<b>GROUP I</b>	<b>MINIMUM SERVING SIZE FOR GROUP I</b>
<ul style="list-style-type: none"> <li>• Ready to eat breakfast cereal (cold dry) <sup>4</sup></li> </ul>	1 serving = $\frac{3}{4}$ cup or 1 oz, whichever is less

<sup>4</sup> Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfasts served under the SBP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

## Choking Risks

Young children, especially ages 2 to 3 years, are at risk of choking on food. They remain at risk until they can chew and swallow better by about age 4. Always supervise children during meals and snacks.

Foods that may cause choking include...

- Hot dogs
- Nuts and seeds
- Raw carrots
- Raisins
- Chunks of meat
- Peanut butter (spoonful)
- Whole grapes
- Pretzels
- Raw celery
- Cherries with pits
- Large pieces of fruit with skin

Some foods can be offered if you change the form. For example,

- 1) Cut hot dogs lengthwise into thin strips.
- 2) Steam carrots or celery until slightly soft, and then cut into sticks.
- 3) Cut grapes or cherries into small pieces.



## How to Read Nutrition Labels

Nutrition labels, called "Nutrition Facts", appear on almost all food products. You may not see them on institutional packs. Foods packaged in large size containers for food service are currently exempt. Inserts or fact sheet information may be provided.

The Nutrition Facts label gives standard serving sizes for adults therefore the amounts should be adjusted for child size portions, according to meal pattern minimum quantity requirements. Therefore the number of servings and the number of calories per serving along with the number of calories from fat would be similarly adjusted.

Nutrient information on the Nutrition Facts label includes: total calories, calories from fat, total fat, saturated fat, *trans* fat, cholesterol, sodium, total carbohydrate, including dietary fiber and sugars, and protein based on an established serving size. "Daily Values" are shown in percentages and are based on an adult's daily intake of 2,000 calories. Keep in mind that the calorie needs vary by age, gender, and level of physical activity. Children often need less than 2,000 calories a day. Visit [ChooseMyPlate.gov](http://ChooseMyPlate.gov) to see learn more about calorie needs.

Included on the label are percentages of Vitamins A and C, calcium and iron. Again these are based on daily requirements for adults, not children.



# The Nutrition Facts Label at a Glance

The Nutrition Facts label carries an up-to-date, easy to use nutrition information guide, required on almost all packaged foods. The guide serves as a key to help in planning a healthy diet. Here are some tips to help you read and understand the Nutrition Facts label to make quick and healthy food choices.

1 **Start Here** →

**Nutrition Facts**

Serving Size 1 cup (228g)

Servings Per Container 2

2 **Check Calories**

Amount Per Serving	
<b>Calories</b> 250	Calories from Fat 110

3 **Limit these Nutrients**

	% Daily Value*
<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	15%
Trans Fat 3g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>

6

**Quick Guide to % DV**

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4 **Get Enough of these Nutrients**

Dietary Fiber 0g	0%
Sugars 5g	
<b>Protein</b> 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

• 5% or less is Low

• 20% or more is High

5 **Footnote**

\* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g

## 1. Serving Size

The first place to start when you look at the Nutrition Facts label is the serving information. This tells you the serving size and the number of servings in the package.

## 2. Calories

Next, check the number of calories per serving. The number of servings you eat determines how many calories you actually consume. If you double the amount of servings you eat or serve, then the you double the calories and nutrients consumed.

### **3. Limit these nutrients**

In general, Americans eat too much fat, cholesterol, and sodium.

### **4. Get enough of these nutrients**

Most Americans do not get enough fiber, Vitamin A, Vitamin C, calcium, and iron in their diet. Eating enough of these nutrients can help improve your health and reduce the risk of some diseases and conditions.

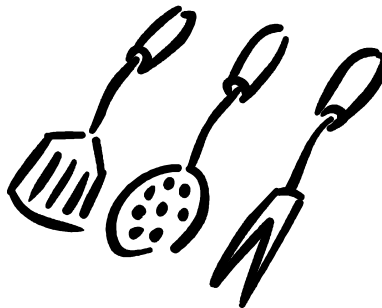
### **5. Footnote**

The footnote at the bottom of the Nutrition Facts label tells you the daily recommend intake for each nutrient. These are known as Daily Values (DVs). DVs in the footnote are based on a 2,000 and 2,500 calorie diet.

### **6. % Daily Values**

The % Daily Values (%DVs) are based on the Daily Value recommendations for key nutrients for a 2,000 calorie diet. The %DV helps you determine if a serving of a food is high or low in a nutrient. As a guide, if you want to consume less of a nutrient (such as saturated fat or sodium), choose foods with a lower % DV of 5% or less. If you want to consume more of a nutrient (such as fiber), seek foods with a higher % DV of 20% or more.

**Reference:** Information adapted from the U.S. Food and Drug Administration and the American Heart Association.



## Sources of Nutrients

Plan menus to include good sources of nutrients

### Food Sources of Vitamin A

Food sources of vitamin A ranked by International Units (IU). All foods listed are  $\geq 20\%$  (1000 IU (of the Daily Value (DV)) of 5000 IU for vitamin A. The DVs are used on the Nutrition Facts Label and are based on a 2,000 Calorie diet.

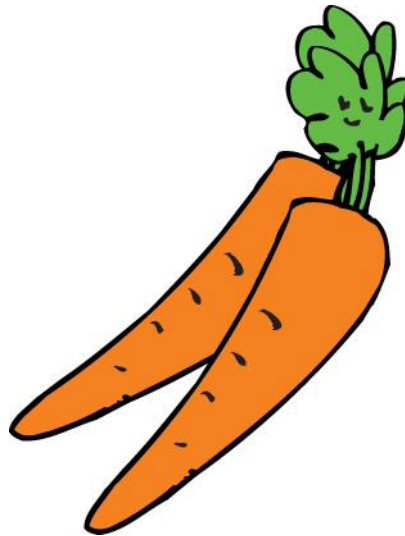
Food Item	Serving Size*	Vitamin A (IU)
Sweet potato, cooked, baked in skin	1 potato (146 grams)	28,058
Sweet potato, cooked, boiled, without skin	1 potato (156 grams)	24,554
Carrots, frozen, cooked, drained	½ cup	12,137
Sweet potato, canned, vacuum pack	½ cup	10,179
Pumpkin, canned	¼ cup	9,532
Kale, cooked, drained	½ cup	8,854
Carrots, canned, drained	½ cup	8,154
Collards, cooked, boiled, drained	½ cup	7,709
Carrots, raw	½ cup	6,620
Dandelion greens, cooked, boiled, drained	½ cup	5,207
Vegetables, mixed, canned, drained	¼ cup	4,746
Spinach, cooked, boiled, drained	¼ cup	4,717
Mustard greens, cooked, boiled, drained	½ cup	4,426
Cabbage, Chinese (pak-choi), cooked, boiled, drained	½ cup	3,612
Turnip greens, cooked, boiled, drained	¼ cup	2,745
Cantaloupe, raw	½ cup	2,706
Squash, winter, all varieties, cooked, baked	¼ cup	2,677
Cantaloupe, raw	1/8 melon	2,334
Lettuce, green leaf, raw	½ cup	2,074
Apricots, canned juice pack, with skin, solids and liquids	½ cup	2,063
Soup, bean with ham, canned	½ cup	1,976

### Food Sources of Vitamin A (Continued)

Food Item	Serving Size*	Vitamin A (IU)
Vegetable juice cocktail, canned	4 fl. oz.	1,885
Peas, green, frozen, cooked, drained	½ cup	1,680
Lettuce, cos or romaine, raw	½ cup	1,626
Apricots, canned, heavy syrup pack, solids and liquids	½ cup	1,587
Broccoli, cooked, boiled, drained	½ cup	1,535
Grapefruit, raw, pink and red	½ grapefruit	1,415
Spinach, raw	½ cup	1,407
Plums, canned purple, juice pack, solids and liquids	½ cup	1,272
Apricots, dried, sulfured, uncooked	10 halves	1,261
Peppers, sweet, red, raw	¼ cup	1,167
Tangerines (mandarin oranges), canned, light syrup pack	½ cup	1,059

\*Note: These serving sizes may not coincide with the SFSP serving sizes.

**Reference:** Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



### **Food Sources of Vitamin C**

All foods in this list contain 8 milligrams (mg) or more of vitamin C.

<b>Food Item</b>	<b>Serving Size*</b>	<b>Vitamin C (mg)</b>
Peppers, sweet, red, raw	¼ cup	71
Oranges, raw, all commercial varieties	1 medium	70
Peaches, frozen, sliced, sweetened	¼ cup	59
Peppers, sweet, red, cooked, boiled, drained	¼ cup	58
Strawberries, frozen, sweetened, sliced	½ cup	53
Strawberries, raw	½ cup	49
Papayas, raw	¼ papaya	47
Cranberry juice cocktail, bottled	4 fl. oz.	45
Kohlrabi, cooked, boiled, drained	½ cup	45
Orange juice, canned, unsweetened	4 fl. oz.	43
Orange juice, chilled, includes from concentrate	4 fl. oz.	41
Broccoli, frozen, chopped, boiled	½ cup	37
Kiwi fruit (Chinese gooseberries), fresh	½ medium	35
Vegetable juice cocktail, canned	4 fl. oz.	34
Tomato soup, canned, prepared with equal amount of water	½ cup	33
Peppers, sweet, green, raw	¼ cup	30
Melons, cantaloupe, raw	½ cup	29
Sweet potato, cooked, baked in skin	1 potato	29
Melons, honeydew, raw	1/8 melon	28
Kale, cooked, boiled, drained	½ cup	27
Peppers, hot chili, green, raw	¼ pepper	27
Melons, cantaloupe, raw	1/8 melon	25
Peppers, sweet, green, cooked, boiled, drained	¼ cup	25

**Food Sources of Vitamin C (Continued)**

<b>Food Item</b>	<b>Serving Size*</b>	<b>Vitamin C (mg)</b>
Watermelon, raw	1 wedge (10 oz)	23
Asparagus, frozen, cooked, boiled	½ cup	22
Cabbage, Chinese (pak-choi), cooked, boiled	¼ cup	22
Collards, frozen, chopped, boiled	½ cup	22
Tangerines (mandarin oranges), raw	1 tangerine	22
Tomato juice, canned	4 fl. oz.	22
Raspberries, frozen, red, sweetened	½ cup	21
Broccoli, raw	¼ cup	20
Grapefruit, raw, white	¼ grapefruit	20
Turnip greens, frozen, cooked, boiled	½ cup	20
Potatoes, white, flesh and skin, baked	1 potato (7 oz)	19
Brussels sprouts, frozen, cooked, boiled	¼ cup	18
Mustard greens, cooked, boiled	½ cup	18
Turnip greens, frozen, cooked, boiled	½ cup	18
Peppers, hot chili, red, raw	¼ pepper	16
Asparagus, frozen, cooked, boiled	4 spears	15
Cabbage, cooked, boiled	½ cup	15
Melons, honeydew, raw	½ cup	15
Soybeans, green, cooked, boiled	½ cup	15
Spinach, canned, drained solids	¼ cup	15
Cauliflower, frozen, cooked, boiled	¼ cup	14
Grapefruit sections, canned, light syrup pack, sol. & liquid	¼ cup	14
Pineapple, raw, all varieties	¼ cup	14
Pineapple juice, canned, unsweetened	4 fl. oz.	13

**Food Sources of Vitamin C (Continued)**

<b>Food Item</b>	<b>Serving Size*</b>	<b>Vitamin C (mg)</b>
Tomato products, canned, puree	¼ cup	13
Cauliflower, raw	¼ cup	12
Mangos, raw	¼ cup	12
Pineapple, canned, juice pack, solids and liquids	½ cup	12
Potato salad, school-prepared	½ cup	12
Tangerines (mandarin oranges), canned	¼ cup	12
Lima beans, immature seeds, frozen, cooked	½ cup	11
Potatoes, white, mashed, dehydrated, prepared from flakes without milk, whole milk and butter added	½ cup	11
Potatoes, white, mashed, school-prepared	½ cup	11
Sweet potato, canned, syrup pack, drained solids	½ cup	11
Tomatoes, red, ripe, raw, chopped	½ cup	11
Banana	Medium	10
Cabbage, red, raw	¼ cup	10
Coleslaw, school-prepared	¼ cup	10
Dandelion greens, cooked, boiled, drained	½ cup	10
Pimento, canned	1 tbsp.	10
Potatoes, hash-brown, school-prepared	½ cup	10
Squash, summer, all varieties, raw	½ cup	10
Squash, winter, all varieties, cooked, baked	½ cup	10
Carambola (starfruit), raw	¼ cup	9
Corn, sweet, yellow, canned	½ cup	9
Grapes, red or green (such as Thompson seedless), raw	½ cup	9
Sauerkraut, solid and liquid	¼ cup	9

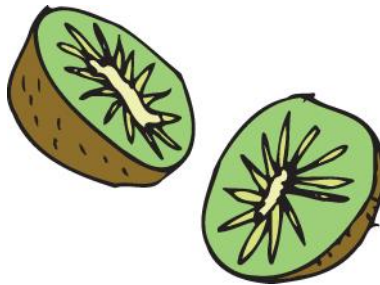


### **Food Sources of Vitamin C (Continued)**

<b>Food Item</b>	<b>Serving Size*</b>	<b>Vitamin C (mg)</b>
Tomato products, canned, sauce	½ cup	9
Tomatoes, cherry, red, ripe, raw	4 cherry tomatoes	9
Lemon juice, canned or bottled	2 tbsp.	8
Peas, green, canned, regular pack	½ cup	8
Peas, green, frozen, cooked, boiled	¼ cup	8
Potato wedges, frozen, commodity	½ cup	8
Refried beans, canned (includes commodity)	½ cup	8
Rutabagas, cooked, boiled	¼ cup	8

\*Note: These serving sizes may not coincide with the SFSP serving sizes.

**Reference:** Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



### **Food Sources of Iron**

All foods in this list contain 0.8 mg or more of iron.

<b>Food Item</b>	<b>Serving Size*</b>	<b>Iron (Mg)</b>
Soybeans, mature cooked, boiled	½ cup	4.4
Beans, baked, canned, with pork and tomato sauce	½ cup	4.0
Beans, white, mature seeds, canned	½ cup	4.0
Beef, liver, cooked	2 oz	3.5
Molasses, blackstrap	1 tbsp	3.5
Lentils, mature seeds, cooked, boiled	½ cup	3.3
Spinach, cooked, drained	½ cup	3.2
Beans, kidney, red, mature seeds, cooked	½ cup	2.6
Chickpeas (garbanzo beans), mature seeds, cooked	½ cup	2.4
Soybeans, green, cooked	½ cup	2.3
Beans, navy, mature seeds, cooked	½ cup	2.2
Lima beans, large, mature seed, dried, cooked	½ cup	2.2
Cake, gingerbread, from recipe	1 piece	2.1
Refried beans, canned (includes USDA commodity)	½ cup	2.0
Cereals ready-to-eat	1 cup	2 -22
Beans, great northern, mature seeds, cooked	½ cup	1.9
Potato, baked, flesh and skin	1 medium	1.9
Rolls, hard (includes Kaiser)	1 roll	1.9
Beans, black, mature seeds, cooked	½ cup	1.8
Beans, pinto, mature seeds, cooked, boiled	½ cup	1.8
Beef, chuck, blade roast, braised	2 oz	1.8
Lima beans, immature seeds, frozen, baby or fordhook, cooked	½ cup	1.8
Biscuits, plain or buttermilk, prepared from recipe	2-1/2" biscuit	1.7
Cherries, sour, red, canned, water pack, solids and liquids (includes USDA commodity)	½ cup	1.7
Sauerkraut, canned, solids and liquids	½ cup	1.7
Bread, cornbread, from recipe, made with low-fat milk	1 piece	1.6
Bread, pita, white, enriched	6-1/2" pita	1.6
Peas, green, cooked	½ cup	1.6
Turnip greens, frozen, cooked, boiled	½ cup	1.6

### **Food Sources of Iron (Continued)**

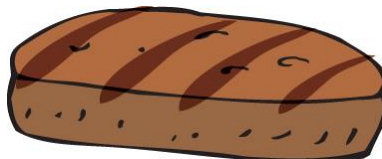
<b>Food Item</b>	<b>Serving Size*</b>	<b>Iron (Mg)</b>
Beans, baked, canned, plain or vegetarian	½ cup	1.5
Beef, round bottom round, braised	2 oz	1.5
Beets, canned	½ cup	1.5
Beef, ground, 80% lean meat/ 20% fat, patty, broiled	2 oz	1.4
Pizza, cheese, regular crust, frozen	1 serving	1.4
Rolls, hamburger or hotdog, plain	1 roll	1.4
Asparagus, canned, drained solids	4 spears	1.3
Noodles, egg, cooked, enriched	½ cup	1.3
Peas, split, mature seeds, cooked	½ cup	1.3
Turkey, all classes, dark meat, roasted	2 oz	1.3
Cowpeas, common (black-eyed, crowder, southern), mature seeds, canned	½ cup	1.2
Collards, cooked	½ cup	1.1
Pizza, meat and vegetable, regular crust, frozen	1 serving	1.1
Pork, fresh, shoulder, arm picnic, braised	2 oz	1.1
Sweet potato, canned	½ cup	1.1
Tomato products, canned, puree	¼ cup	1.1
Tortillas, read-to-bake or fry, flour	1 tortilla	1.1
Fish fillet, battered or breaded, and fried	2 oz	1.0
Fish, tuna salad	½ cup	1.0
Muffins, corn, dry mix, prepared	1 muffin	1.0
Plums, canned, purple, heavy syrup pack, solids and liquids	½ cup	1.0
Rice, white, long-grain or regular, parboiled, enriched	½ cup	1.0
Tomato products, canned, paste	2 tbsp	1.0
Tomato sauce for pasta, spaghetti/marinara, ready-to serve	½ cup	1.0
Turkey, ground, cooked	2 oz	1.0
Bread, mixed-grain (includes whole-grain, 7-grain)	1 slice	0.9
Bread, pumpernickel	1 slice	0.9
Bread, rye	1 slice	0.9
Bread, white, commercially prepared (includes soft bread crumbs)	1 slice	0.9
Bread, whole-wheat, commercially prepared	1 slice	0.9
Brussels sprouts, cooked, boiled,	½ cup	0.9
Chicken, broilers or fryers, breast, roasted	½ breast	0.9

### **Food Sources of Iron (Continued)**

<b>Food Item</b>	<b>Serving Size*</b>	<b>Iron (Mg)</b>
Crackers, matzo, plain	1 matzo	0.9
Fish, tuna, light canned in water, drained	2 oz	0.9
Macaroni, cooked, enriched	½ cup	0.9
Muffins, blueberry, commercially prepared	1 muffin	0.9
Rolls, dinner, plain, commercially prepared	1 roll	0.9
Spaghetti, cooked, enriched	½ cup	0.9
Tomatoes, red, ripe, canned, stewed	¼ cup	0.9
Tomato soup, canned, prepared with equal volume water	½ cup	0.9
Turkey roast, boneless, light and dark meat, roasted	1 oz light and 1 oz dark	0.9
Vegetables, mixed canned	½ cup	0.9
Bread, wheat (includes wheat berry)	1 slice	0.8
Chicken, broilers or fryers, dark meat, meat only, roasted	2 oz	0.8
Fish, catfish, channel, cooked, breaded and fried	2 oz	0.8
Fish, haddock, cooked	2 oz	0.8
Frankfurter, chicken or beef	1 frank	0.8
Potato salad, school-prepared	½ cup	0.8
Raspberries, frozen, red, sweetened	½ cup	0.8
Strawberries, frozen, sweetened, sliced	½ cup	0.8
Sweet potato, cooked, baked	1 medium	0.8
Spaghetti, whole-wheat, cooked	½ cup	0.7

\*Note: These serving sizes may not coincide with the SFSP serving sizes.

**Reference:** Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



### **Food Sources of Calcium**

All foods listed in this chart are  $\geq 20\%$  (200 milligrams) of the Daily Value (DV) of 1000 milligrams (mg) for calcium. The DVs are used on the Food and Drug Administration's Nutrition Facts Label and is based on a 2000 calorie diet. A food that contains 200 mg. or more of calcium contributes a substantial amount of calcium to the diet and is used here to define a good source.

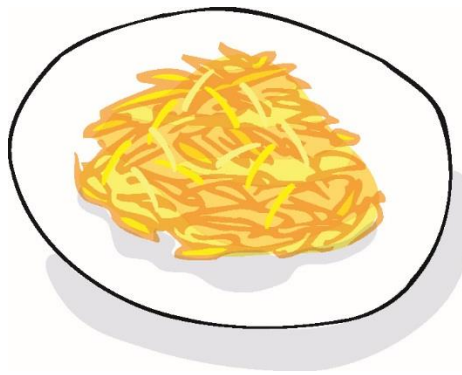
<b>Food Item</b>	<b>Serving Size*</b>	<b>Calcium (Mg)</b>
Yogurt, plain, skim milk	8-oz container	452
Yogurt, plain, low fat	8-oz container	415
Yogurt, fruit, low fat	8-oz container	345
Cheese, ricotta, part skim milk	½ cup	335
Milk, nonfat, fluid	1 cup	306
Milk, fluid, 2% milkfat	1 cup	285
Milk, whole, 3.25% milkfat	1 cup	276
Yogurt, plain, whole milk	8-oz container	275
Cheese, ricotta, whole milk	½ cup	255
Cheese, includes cheddar, mozzarella (part-skim), muenster and provolone	1 oz	204 - 214
Cereal, ready-to-eat, fortified	1 oz	236 – 1043
Collards, frozen, chopped, cooked boiled, drained	½ cup	179
Cornbread, prepared from recipe, made with low fat (2%) milk	1 piece (2 oz)	162
Spinach, frozen, boiled, cooked, drained	½ cup	146
Soybeans, green, cooked, boiled, drained	½ cup	131
Seeds, sesame butter, tahini,	2 tbsp	128
Turnip greens, frozen, cooked, boiled, drained	½ cup	125
Fish, salmon, pink, canned, solids with bone and liquid	2 oz	119
Cowpeas (Blackeyes), immature seeds (not dried) cooked, boiled, drained	½ cup	106

### **Food Sources of Calcium (Continued)**

<b>Food Item</b>	<b>Serving Size*</b>	<b>Calcium (Mg)</b>
Frozen yogurt, soft-serve	½ cup	103
Cereal, oats, instant, fortified, plain, prepared with water	1 packet	99
English muffins, plain, enriched, with calcium propionate	1 muffin	99
Beans, white, mature seeds, canned	½ cup	91
Kale, frozen, cooked, boiled, drained	½ cup	90
Okra, frozen, cooked, boiled, drained	½ cup	89
Soybeans, mature, cooked, boiled	½ cup	88
Ice cream, vanilla	½ cup	84
Cabbage, Chinese (pak-choi), cooked, boiled, drained	½ cup	79
Cheese, processed, American	1 oz	78
Waffles, plain, frozen, ready-to-eat	1 waffle (33 g)	77
Fish, ocean perch, Atlantic, cooked, dry heat	2 oz	76
Cereal, cream of wheat, regular, cooked with water	2/3 cup	75
Beans, baked, canned, with pork and tomato sauce	½ cup	71
Dandelion greens, cooked, boiled, drained	½ cup	71
Cheese, cottage, creamed	½ cup	70
Nuts, almonds	1 oz (24 nuts)	70

\*Note: These serving sizes may not coincide with the SFSP serving sizes.

**Reference:** Adapted from the Agricultural Research Service (ARS) Nutrient Database for Standard Reference, Release 17.



## Serving Sizes and Yields for Vegetables

This chart is a snapshot of commonly used vegetables that can be found in the USDA Food Buying Guide for Child Nutrition Programs. The Food Buying Guide can assist you in menu planning and purchasing.

Vegetable	Size and Count	Serving Size and Yield
Carrot Sticks	Specify U.S. #1 carrots with 1-1/8 in. medium diameter - about 7½ in. length, 6 per pound, various bag sizes available (1, 2, 5, 10, 25, and 50 pound bags.)	1 stick is 4 in. long and ½ in. wide.  3 sticks = ¼ cup
Cauliflower	Specify in cartons of 18-24 pounds, or wire-bound crates of 45-50 pounds.	1 medium head = about 6 cups florets
Celery Sticks	Specify 2, 2½, or 3 dozen per crate. Crates weigh 60-70 pounds net.	1 stick is 4 in. long and ½ in. wide.  3 sticks = ¼ cup
Cucumber Sticks	Specify 2 in. minimum diameter. This information will be stamped on the basket. Cucumbers will vary from 2 in. to 2½ in. in diameter and are about 7½ in. long.	1 stick is 3 in. long and ¾ in. wide.  3 sticks (pared or unpared) = ¼ cup
Lettuce, Head (Iceberg)	Specify 2 dozen heads, weight of 40-48 pounds.	¼ cup raw, shredded vegetable OR  ¼ cup raw vegetable pieces
Lettuce, Leaf	Specify 2 dozen heads, weight 18 pounds.	¼ cup raw vegetable pieces
Olives, Ripe	Large	8 olives = ¼ cup
Pickles, Dill	Specify large size, 4 to 4¾ in. long, 22 to 39 count per gallon.	1/3 pickle = ¼ cup
Pickles, Sweet	Specify small size, 2¾ to 3½ in. long, 52 to 99 count per gallon.	1 pickle = ¼ cup
Radishes	Specify U.S. #1, ½ in. diameter minimum, without tops, small size, 45 radishes per pound.	7 small radishes = ¼ cup
Tomato	Specify large or extra-large, 30 pound net per container. Tomato is 2 ½ in. x 2 ¾ in. diameter; sliced 1/8 inch.	4 slices, 1/8 in. thick = ¼ cup
Slices	Specify small or medium tomatoes, 2 1/8 in. to 2 ¼ in. diameter.	5 slices, 1/8 in. thick = ¼ cup
Cherry	Specify standard size, (California or Arizona) or size 125 (Texas).	3 tomatoes = about ¼ cup

## Serving Sizes and Yields for Fruits

This chart is a snapshot of the information of commonly used fruits that can be found in the USDA Food Buying Guide for Child Nutrition Programs. The information in the Food Buying Guide can assist you in menu planning and purchasing.

Fruit	Size and Count	Serving Size and Yield*
Apples	Specify size: 125-138 count, whole, or 100 count, whole.	¼ raw, unpeeled apple = about ¼ cup 1/5 raw, unpeeled apple = about ¼ cup
Bananas	Purchase by fingers, institutional pack, 150 per case, three to four bananas per pound.	1 banana = 3/8 cup
Blueberries	Specify U.S. #1, sold in pints, fresh. 1 pint AP = about 2 2/3 cups EP.	¼ cup measure
Strawberries	Specify U.S. #1, minimum diameter ¾ in, sold in quarts and pints.	½ cup measure
Cantaloupe	Specify size 18, 5 in. diameter, approximately 30 oz. per melon.	1/10 medium melon = ¼ cup
Grapes	Specify variety desired.	
With seeds		6 grapes = about ¼ cup; 12 grapes = ½ cup
Seedless		7 grapes = about ¼ cup; 14 grapes = ½ cup
Nectarines	Specify size 88 (2 ¼ in. diameter) approximately 4 per pound.	1 nectarine = about ½ cup
Medium size	Specify size 56 and 64 (2 ¾ in. diameter).	1 nectarine = about ¾ cup
Oranges	Specify size 138 or 113 (California or Arizona) or size 125 (Florida or Texas).	1 orange (size 113/125) = about 5/8 cup 1 orange (size 138) = about ½ cup
Peaches	Specify size 84 (2 1/8 in. diameter - box may state 2 to 2¼ in. diameter); approximately 3½ to 4 peaches per pound.	1 peach = about 3/8 cup
Medium size	Specify size 60 to 64 (2½ in. diameter); approximately 3 per pound.	1 peach = about 2/3 cup



### Serving Sizes and Yields for Fruits (continued)

Fruit	Size and Count	Serving Size and Yield*
Pears	Specify size 150 (2¼ to 2¾ in. diameter).	1 pear = about ½ cup
Medium size	Specify size 120; approximately 3 per pound.	1 pear = about ¾ cup
Plums	Specify size 45 and 50 (2 in. diameter).	1 plum = about ½ cup
Medium size	Specify size 60 and 65.	1 plum = about ¾ cup
Raisins	Specify bulk purchase or individual packages.	Yield of Bulk: 1.3 to 1.5 ounce package = ¼ cup 1 lb. = 12.6-¼ cup servings
Tangerine	Specify size 120 count.	1 tangerine = about ¾ cup
Watermelon	Specify average size, melons will average about 27 pounds.	¼ cup fruit or ¼ cup diced fruit without rind

\* Any serving size may be planned. For simplicity, this table of serving sizes and yields for vegetables and fruits provides ¼ cup servings of vegetables and a variety of cup servings of fruits.

**Note:** Sponsors/sites that prepare meals for a smaller number of children might find the third column (Serving Size and Yield) more appropriate for the size of their program, rather than initially referring to the second column (Size and Count).

Where sizes are specified for fruits, they indicate numbers of fruit in the box. The larger the number, the smaller the fruit. Any fruit that is larger than that specified may be used.

For more information, refer to the USDA *Food Buying Guide for Child Nutrition Programs*: <http://www.fns.usda.gov/tn/food-buying-guide-for-child-nutrition-programs>

### **Keep These Food Safety Rules in Mind**

- Keep hot foods HOT! (Keep food at 140 °F or above). Maintain proper holding temperatures of 140 °F or above.
- Keep cold foods COLD! (Refrigerate or chill food at 40 °F or below)
- Keep frozen food in a freezer at 0 °F or lower.
- Be sure thermometers are available and use them properly.
- Cook potentially hazardous foods to proper internal temperatures. Use a meat thermometer.
- Do not partially cook food one day and complete cooking the next day.
- Avoid handling food, such as sandwiches and salads, with bare hands. Follow local health regulations for using disposable plastic gloves.
- Promptly refrigerate or freeze leftovers. Divide large quantities into smaller containers or use shallow pans, and cover loosely for quick cooling. Once cooled, tightly cover and date leftovers.
- Reheat leftovers to at least 165 °F.
- Thaw poultry and meat in a refrigerator and not on counters. Refreeze only if ice crystals are still present.
- Do not let perishable food remain at room temperature between 40 °F and 140 °F any longer than possible.
- Keep meals and milk not being served at the time in the refrigerator or cooler at a temperature of 40 °F or below. Hot meals should be in a warming unit or insulated box at a holding temperature of 140°F or more.
- Any leftover milk cartons from a meal or left on a share table must be served at the next meal unopened.
- Empty garbage cans daily. They should be kept tightly covered and thoroughly cleaned. Use plastic or paper liners.
- Remember that you cannot determine food safety by sight, taste, odor, or smell. If there is *any* doubt, throw the food away.
- Follow instructions exactly on how to use and clean kitchen equipment.
- Train food service employees on the safe use of all types of equipment and on personal hygiene.
- Keep a fire extinguisher and first-aid kit handy and instruct all personnel in their use.

<b>Food Service Equipment Needs</b>				
Equipment	Number of Children			
	1 - 50	51 - 100	101 - 200	201 - 300
Range with ventilating hood	1 range with oven; 30" domestic or 30" – 36" commercial  (2 burners)	1 range with oven 30" – 36" commercial  (4 burners)	1 range with oven 30" – 36" commercial (2 if over 150 children)  (6 burners)	2 ranges with ovens 30" – 36" commercial or 1 range w/oven 60" or larger commercial (8 burners)
Refrigerator with shelves	single section domestic 18 cu. ft. or commercial reach-in 20-25 cu. ft.	double section commercial reach-in 40-50 cu. ft.	double section commercial reach-in 50-60 cu. ft. or 64 sq. ft. (8 ft. x 8 ft.) walk-in	triple section commercial reach-in 60-75 cu. ft. or 64 sq. ft. (8 ft. x 8 ft.) walk-in
Freezer	same as refrigerator	same as refrigerator	same as refrigerator	same as refrigerator
Work Tables (Allow 4 linear ft./worker). Use countertops as tables	1 table	2 tables	3 tables	4 tables
Sink (not a hand sink)	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments	1 sink - 3 compartments

If the site will serve over 100 children, the following equipment is recommended to supplement the minimum items listed above:

- Steam equipment (kettle, steamer)
- Hot food holding cabinet
- Convection oven
- Microwave oven
- Electric food slicer
- Mixer with attachments (vegetable slicer/shredder, meat and food chopper)

# Cleaning and Sanitizing Smallware and Large Equipment

## Smallware

*How should smallware be cleaned and sanitized?*

Smallware is a collective term used to include dishes, flatware, preparation and serving utensils, measuring devices, cooking pots and pans, and small equipment that can be moved to a three-compartment sink or dishwasher for cleaning and sanitizing. Follow State public health department regulations on how to clean and sanitize smallware. The information below is general guidance.

All surfaces that come in contact with food must be clean and sanitized. To clean a surface means to remove visible food particles—what can be seen on the surface. To sanitize a surface means to use either a chemical or heat to reduce the number of microorganisms or other contaminants to a level that is not harmful. The first step is cleaning; the second step is sanitizing.

### Select from Two Methods of Sanitizing:

1. Chemical sanitizing can be accomplished by immersing an object in or wiping it down with a sanitizing solution and allowing the solution to remain in contact with the surface for a specified amount of time. Use only EPA-approved (Environmental Protection Agency) chemical sanitizers for food-contact surfaces. A household bleach can be used as a sanitizer only if the label indicates it is EPA registered. ***Mix, test, and use the sanitizing solution as recommended by the State and local public health department. Refer to the manufacturer's directions for specific mixing, storing, and first aid instructions.***

### USE A SANITIZER TEST KIT

A test kit designed for a specific sanitizer should be used to check the concentration of the sanitizing solution. A foodservice supplier who sells sanitizers may also have the test kits for each type of sanitizer. Mix, use, and test the sanitizing solution as recommended by the State and local public health department. Refer to the manufacturer's directions for specific mixing, storing, and first aid instructions. When a sanitizing solution is exposed to air, detergent, and food particles, the solution becomes less effective. Sanitizing solutions should be tested frequently.

The three most common chemical sanitizers are:

- Chlorine – Chlorine is the most commonly used sanitizer and is the cheapest. It is effective in hard water, but is inactivated by hot water above 120 °F. Chlorine bleach solutions must be tested regularly and changed as necessary to ensure that the solution is working to sanitize. Using too much chlorine in a solution can pit stainless steel and aluminum surfaces, while using too little will not sanitize the surface.
- Iodine – Iodine is more expensive and less effective than chlorine. However, an iodine sanitizing solution is not as quickly inactivated by food particles as a chlorine solution.

- **Quaternary ammonium compounds (Quats)** – Quats is not as quickly inactivated by food particles as a chlorine solution, is non-corrosive to metal surfaces, and non-irritating to skin. It leaves a film on surfaces and does not kill certain types of microorganisms.

2. **Heat sanitizing** involves exposing equipment to high heat for an adequate length of time. This may be done *manually* by immersing equipment into water maintained at a temperature of 171 °F to 195 °F for at least 30 seconds. In a *dishwashing machine*, a good rule of thumb is to wash at 150 °F and rinse at 180 °F. But remember, temperature may vary depending on the type of machine used and requirements of the State and local public health department.

Thermometers and heat-sensitive tapes and labels are available for determining whether adequate sanitation temperatures have been achieved.

**Chlorine Sanitizing Solution for Equipment,  
Food-Contact Surfaces and Utensils**  
*Rule-of-thumb mixtures for chlorine sanitizing solutions*

**50 PPM solution for immersion:** 1 tablespoon (1/2 fluid ounce) 5% chlorine commercial bleach mixed with four gallons of water. The solution should be in contact with the surface to be sanitized for seven seconds at temperatures between 75 °F and 115 °F. Be aware that very hot water may prevent chlorine bleach from sanitizing. **This sanitizing solution can be used to sanitize a food thermometer after every use. For details on using, cleaning, and sanitizing food thermometers refer to**  
<http://www.nfsmi.org/documentLibraryFiles/PDF/20080219125946.pdf>.

**100 PPM solution:** 1 tablespoon  
(1/2 fluid ounce) 5% chlorine commercial bleach mixed with two gallons of water

**200 PPM solution:** 1 tablespoon  
(1/2 fluid ounce) 5% chlorine commercial bleach mixed with one gallon of water

Use the manufacturer's label directions for specific information on mixing, storing, and first aid. Test with a test kit.

**Sanitize Smallware in a Three-Compartment Sink**

- To properly clean and sanitize smallware, the kitchen must have a sink with at least three separate compartments for manually cleaning, rinsing, and sanitizing, or a mechanical dishwasher that functions properly. If your facility has different equipment, please contact your State or local public health department regarding proper procedures for sanitizing smallware.
- There should be a separate area for scraping and rinsing food and debris into a garbage container or disposal before washing and a separate drain board for clean and soiled items.

## Manually Sanitize Smallware in a Three-Compartment Sink

**Step 1:** Clean and sanitize sinks that will be used for washing and sanitizing smallware.

**Step 2:** Scrape and rinse food into garbage container or disposal. Pre-soak items, such as flatware, as necessary. Then...

**In the first sink,** immerse and **wash** the smallware in a clean detergent solution at 110 °F or the temperature specified on the cleaning agent manufacturer's label instructions. Use a brush or a cloth to loosen and remove any remaining visible food particles.

**In the second sink,** **rinse** using clear, clean hot water (110 °F) to remove all traces of food, debris, and detergent.

**In the third sink, sanitize:**

**CHEMICAL:** Immerse the clean items in a chemical sanitizing solution at the appropriate temperature for the correct amount of time. Be sure all surfaces of the clean items are covered with hot water or the sanitizing solution. Follow manufacturer's label directions for mixing the sanitizing solution and using the required contact time for sanitizing. Check the concentration of the chemical sanitizer at regular intervals using a test kit. Be aware that hot water inactivates some chemical sanitizers, so read and correctly follow the manufacturer's directions for using the chemical. Always read the Material Safety Data Sheet before using a chemical.

**OR**

**HEAT:** Immerse or spray rinse clean items in hot water at 171 °F to 195 °F for at least 30 seconds. Some State public health department codes require a temperature of 180 °F.

**While you wash, rinse, and sanitize . . .** If soapsuds disappear in the first compartment or remain in the second, the water temperature cools, or water in any compartment becomes dirty with food particles or cloudy from grease, empty the compartment and refill it.

**Step 3: Air dry all items on a drain board.** Wiping can re-contaminate equipment and can remove the sanitizing solution from the surfaces before it has finished working.

**Step 4: Store.** Make certain all smallware is dry in order to avoid retaining moisture that fosters bacterial growth.

## Sanitize Smallware in a Mechanical Dishwasher

When sanitizing smallware (dishes, trays, flatware, glasses) in a dishwasher, follow the manufacturer's procedures. Check the temperature of the water in the wash and rinse cycle.

Wash at 150 °F, Rinse at 180 °F

The temperature may vary depending on the type of dishwashing machine used and requirements of the State and local public health department.

### **Check Dishwasher Temperatures**

Although dishwashers have temperature gauges for each compartment, it is useful to confirm that the gauge is accurate using another type of thermometer. There are two types of thermometers that can be used to confirm the accuracy of dishwasher thermometer gauges.

- Waterproof maximum/minimum-registering thermometer
- Self-adhering temperature-sensitive label

A **waterproof maximum/minimum-registering thermometer** is a type of thermometer that is placed in a dish rack to go through the dishwasher cycle with soiled trays and flatware. It is set to register the highest temperature of the cycle to confirm that the required temperature is reached in a sanitizing rinse cycle.

Another tool for checking the temperature is a **self-adhering temperature-sensitive label**. This type of sensor attaches to the surface of a clean dish/tray and changes color to record the dishware surface temperature during dishwashing. Labels are available for various temperatures. For example, to determine whether the temperature in the final sanitizing rinse of a dishwasher reaches 180 °F, a single temperature 180 °F label could be attached to a clean tray to go through the cycle. When the temperature has been reached, the label changes color. The label can be removed from the tray at the end of the dishwasher cycle and placed in a log to document temperature.

Before using or purchasing either of these types of thermometers to confirm the temperature in a dishwasher, check with the State and local public health department on what is recommended. Be knowledgeable about the correct use of each thermometer to decide which one best meets the needs of the foodservice operation.

## **Large equipment**

*How should large equipment be cleaned and sanitized?*

To keep large or in-place equipment free of harmful levels of bacteria or other contaminants, it is necessary to clean and sanitize all surfaces that will come into contact with food. This is especially important after any possible contamination such as slicing a deli meat on a slicer or mixing a meat salad in a mixer.

**Wash, rinse, and sanitize** tables, stoves, sinks, slicers, choppers, mixers, and large cooking utensils after each use. This rule also applies to equipment used to clean other food contact surfaces.

**Scrub surfaces on standing equipment**, such as cutting boards, with a detergent solution and a stiff-bristled nylon brush. Then rinse in clear, clean water, and sanitize solution after every use. For the use and care of wooden cutting boards, surfaces, or utensils, follow State and local public

health department recommendations. Synthetic cutting boards can be sanitized in a three-compartment sink or in a dishwasher, depending on their size. Follow State and local public health department recommendations.

### **Use the Chemical Method to Sanitize Equipment**

**Using Sanitizer**—Immerse or wipe down with commercial sanitizer. Follow manufacturers label instructions for mixing and using the sanitizer. Use a test kit to test for correct concentration. Always read the Material Safety Data Sheet before using a chemical.

### **Follow the Steps to Sanitize In-Place Equipment**

*Read and follow the manufacturer's directions for cleaning and sanitizing the piece of equipment. Follow the general steps described below.*

**Step 1: Unplug electrically powered equipment**, such as meat slicers and mixers.

**Step 2: Remove loose food** particles and scraps.

**Step 3: Wash, rinse, and sanitize** any removable parts using the manual immersion method.

**Step 4: Wash the remaining food-contact surfaces and rinse** with clean water. Wipe down with a chemical sanitizing solution mixed according to the manufacturer's directions.

**Step 5: Clean surfaces that do not come in contact with food** using a clean wiping cloth. Allow all parts to air dry before reassembling. Clean the wiping cloth before and during use by rinsing it in a sanitizing solution.

**Step 6: Re-sanitize the external food-contact surfaces** of the parts that were handled when the equipment was reassembled.

### **CAUTION:**

All equipment should be kept clean and sanitized. Although some equipment is not used for food preparation, all equipment that has any contact with food should be cleaned and sanitized on a routine basis. Follow manufacturer's directions to clean and sanitize proof cabinets, shelf racks, dish dollies, dish and tray dispensers, pan racks, bakery racks, food holding equipment, equipment used to transport foods, and ice machines. Remember to keep all food preparation equipment and utensils free from dirt, dust, and other forms of contaminations.

### **Reference:**

USDA Food and Nutrition Service with the National Food Service Management Institute. (2009). *Serving it safe trainer's guide* (3<sup>rd</sup> ed). University, MS: Author.



Food Inventory Record				
Name:				
Date:				
Beginning Inventory: \$				
Food Item (1)	Purchase Unit- Size & Description (case, bag, can, lb.) (2)	# of Units on Hand (3)	Unit Cost (4)	Total Cost (5)
Ending Inventory: \$				

## Food Inventory Record Instructions

The value of the beginning inventory is determined by taking a physical count before the food service operation begins. The value of the beginning inventory thereafter is the same as the ending inventory for the previous month.

A complete physical inventory of all purchased foods, commodities, and supplies on hand should be taken at the end of the tracking period.

For ease in taking a physical count of foods in storage, arrange the items according to food groups in the storage area and arrange each group in alphabetical order, for example, canned fruits and fruit juices - apples, apricots, etc. Store food in cases, boxes, or other containers marked with the date received and cost per unit to facilitate the taking of inventories.

- |          |  |
|----------|--|
| Column 1 | Enter the name of the food item, such as asparagus, green beans, or mayonnaise.  |
| Column 2 | Enter the size pack, such as 6/#10 case, #50 bag, or #10 can. If different size containers of the same food item are on hand, use a separate line for each size and a separate line for each different unit cost of the same size pack.  |
| Column 3 | Enter the number of units (of the size shown in column 2) found on hand from actual count.   |
| Column 4 | Enter the unit cost for the size unit shown in column 2 (use the unit cost written on package or unit).  |
| Column 5 | Obtain the total cost by multiplying the number of units (column 3) by the unit cost (column 4) and enter in column 5. Add column 5 (total cost) on all pages for the inventory at the end of the month. This total is the value of the ending inventory, and becomes the beginning inventory for the following month. |

## Sample Specification Bid

### **Peaches, Cling**

**Purchase Unit:** Number 10 can, 6 cans per case

**Style:** Halves, Slices

**Type:** Yellow, Cling

**Grade:** U.S. Grade B (Choice)

**Count:** 36-54 Halves

**Packing Medium:** Light Syrup

**Net Weight:** 108 ounces

**Drained Weight:** 66½ ounces

Yellow cling peaches should have reasonably uniform color that is practically free from any brown color due to oxidation. They should be reasonably uniform in size and symmetry and be reasonably free from defects such as blemished, broken, crushed units, and peel. Units should be reasonably tender and have texture typical of properly ripened fruits, not more than slight fraying.

**Watch for:** Off-color or wide-color variation. Excessive variation in size, symmetry, and thickness. Discoloration, excessive softness, or hard units. Crushed or broken pieces, presence of excessive loose pits, stems, and leaves.

For more in-depth information and a detailed guide to writing food specifications, you can download *Choice Plus: A Reference Guide for Foods and Ingredients* from the National Food Service Management Institute (NFSMI). For contact information, see the Information Resources list in the Reference Section on page XX. Document available online at:  
<http://www.nfsmi.org/documentLibraryFiles/PDF/20080201030612.pdf>

For further guidance on procurement, contact your State Agency.

## **Date Marking Ready-to-Eat, Potentially Hazardous Food (Sample SOP)**

**PURPOSE:** To ensure appropriate rotation of ready-to-eat food to prevent or reduce foodborne illness from *Listeria monocytogenes*.

**SCOPE:** This procedure applies to foodservice employees who prepare, store, or serve food.

**KEY WORDS:** Ready-to-Eat Food, Potentially Hazardous Food, Date Marking, Cross-Contamination

### **INSTRUCTIONS:**

2. Train foodservice employees on using the procedures in this SOP. The best practice for a date marking system would be to include a label with the product name, the day or date, and time it is prepared or opened. Examples of how to indicate when the food is prepared or opened include:
  - Labeling food with a calendar date, such as “cut cantaloupe, 5/26/08, 8:00 a.m.”
  - Identifying the day of the week, such as “cut cantaloupe, Monday, 8:00 a.m.” or
  - Using color-coded marks or tags, such as cut cantaloupe, blue dot, 8:00 a.m. means “cut on Monday at 8:00 a.m.”
3. Follow State or local health department requirements.
4. Label ready-to-eat, potentially hazardous foods that are prepared on-site and held for more than 24 hours.
5. Label any processed, ready-to-eat, potentially hazardous foods when opened, if they are to be held for more than 24 hours.
6. Refrigerate all ready-to-eat, potentially hazardous foods at 40 °F or below.
7. Serve or discard refrigerated, ready-to-eat, potentially hazardous foods within 7 days.
8. Indicate with a separate label the date prepared, the date frozen, and the date thawed of any refrigerated, ready-to-eat, potentially hazardous foods.
9. Calculate the 7-day time period by counting only the days that the food is under refrigeration. For example:
  - On Monday, 8/1/08, lasagna is cooked, properly cooled, and refrigerated with a label that reads, “Lasagna, Cooked, 8/1/08.”
  - On Tuesday, 8/2/08, the lasagna is frozen with a second label that reads, “Frozen, 8/2/08.” Two labels now appear on the lasagna. Since the lasagna was held under refrigeration from Monday, 8/1/08 – Tuesday, 8/2/08, only 1 day is counted towards the 7-day time period.

## **Date Marking Ready-to-Eat, Potentially Hazardous Food, continued (Sample SOP)**

### **INSTRUCTIONS, continued:**

- On Tuesday 8/16/08 the lasagna is pulled out of the freezer. A third label is placed on the lasagna that reads, "Thawed, 8/16/08." All three labels now appear on the lasagna. The lasagna must be served or discarded within 6 days.

### **MONITORING:**

A designated employee will check refrigerators daily to verify that foods are date marked and that foods exceeding the 7-day time period are not being used or stored.

### **CORRECTIVE ACTION:**

1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Foods that are not date marked or that exceed the 7-day time period will be discarded.

### **VERIFICATION AND RECORD KEEPING:**

The foodservice manager will complete the Food Safety Checklist daily. The Food Safety Checklist is to be kept on file for a minimum of 1 year.

**DATE IMPLEMENTED:** \_\_\_\_\_ **BY:** \_\_\_\_\_

**DATE REVIEWED:** \_\_\_\_\_ **BY:** \_\_\_\_\_

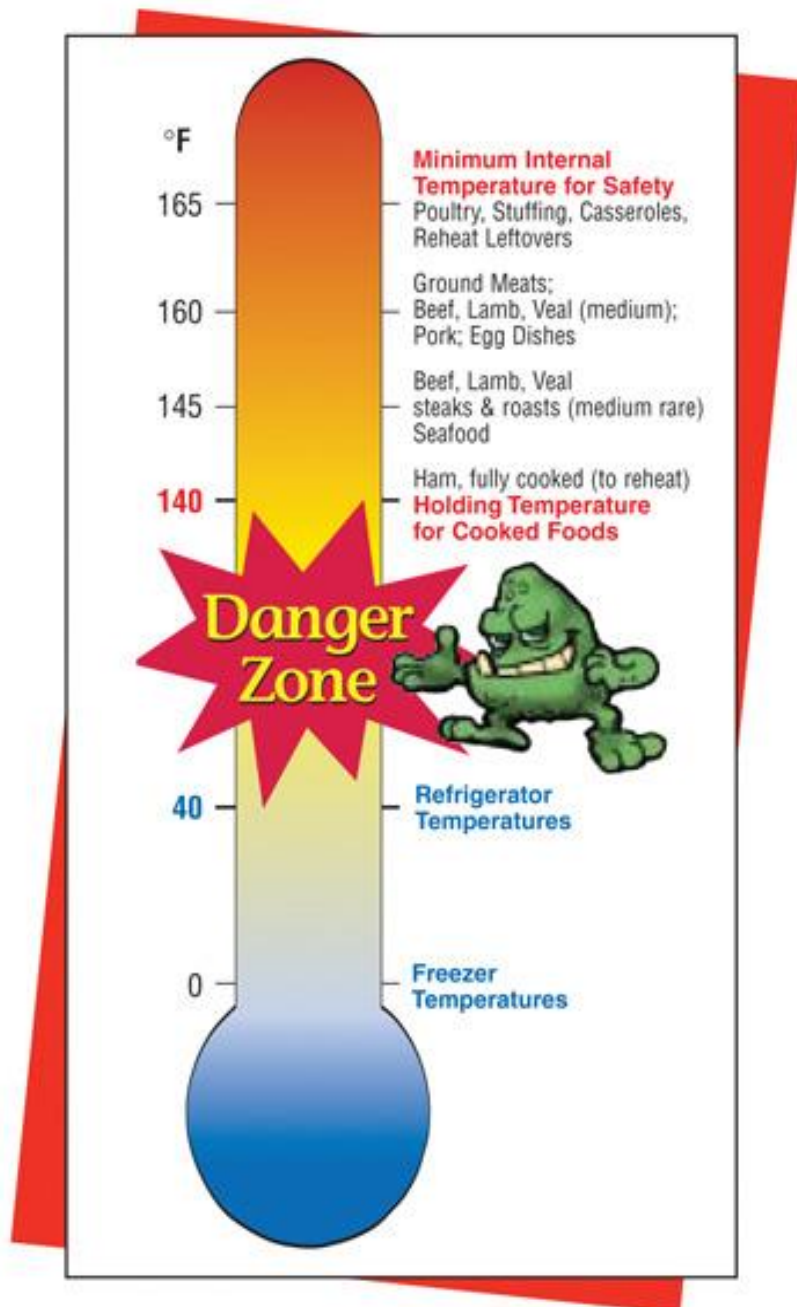
**DATE REVISED:** \_\_\_\_\_ **BY:** \_\_\_\_\_

### **Reference:**

Additional Standard Operating Procedures (SOPs) is available online  
<http://www.sop.nfsmi.org/HACCPBasedSOPs.php>.

## Temperature Danger Zone

The “danger zone” is the temperature range 40°F to 140°F where bacteria grow most rapidly. Keep hot foods hot (140 °F or above) and cold foods cold (40 °F or below) to minimize the amount of time foods spend in the danger zone. Along with knowing the “Danger Zone”, you should first be familiar with and follow your State and local public health requirements and your State Agency policies and procedures. [http://datcp.wi.gov/Food/Food\\_Code\\_Fact\\_Sheets/](http://datcp.wi.gov/Food/Food_Code_Fact_Sheets/)



## DAILY TEMPERATURE FORM – INTERNAL FOOD TEMPERATURES

[illegible]

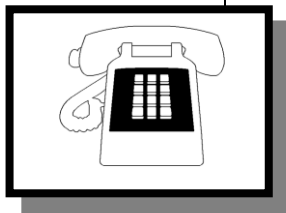
Source: National Food Service Management Institute. (2009). *Serving it safe training resource, Appendix 3*. University, MS: Author.

## STORAGE TEMPERATURE FORM

[illegible]

Source: National Food Service Management Institute. (2009). *Serving it safe training resource, Appendix 4*. University, MS: Author.





## **Federal Government Food Safety Hotlines**

### **Questions about food safety and sanitation?**

For inquiries about meat and poultry:  
Call **USDA's Meat and Poultry Hotline** at  
1-888-MPHotline (1-888-674-6854)  
TTY: 1-800-256-7072

10 a.m. to 4 p.m. weekdays, Eastern Time  
(Recorded food safety messages are available 24 hours a day)

Website: [www.askkaren.gov](http://www.askkaren.gov) Questions via e-mail:  
[mp hotline.fsis@usda.gov](mailto:mp hotline.fsis@usda.gov)

For inquiries about seafood, food safety, nutrition, labeling,  
additives, and biotechnology:

Call: Food and Drug Administration,  
Center for Food Safety and Applied Nutrition

### **Outreach Information Center**

1-888-SAFEFOOD (1-888-723-3366)

10 a.m. to 4 p.m. weekdays, Eastern Time  
(Recorded informational messages are available 24 hours a day)

Website:  
[http://www.fda.gov/AboutFDA/CentersOffices/OfficeofFoods/CF  
SAN/default.htm](http://www.fda.gov/AboutFDA/CentersOffices/OfficeofFoods/CF SAN/default.htm)

Other sources of food safety information:  
<http://www.FoodSafety.gov>, [www.FightBac.org](http://www.FightBac.org)

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## FNS Resources

### **Summer Meals Toolkit** (<http://www.fns.usda.gov/sfsp/summer-meals-toolkit>)

The Summer Meals Toolkit offers healthy menu planning resources and strategies on how to offer meals with more whole grains, a greater variety of whole fruits and vegetables (fresh, frozen, and canned), fewer added sugars, and less sodium and solid fats.

### **Healthy Meals Resource System** (<https://healthymeals.nal.usda.gov>)

Here, sponsors will find more menu planning tools, recipe ideas, and additional tips and ideas on how to improve the quality of Summer Meals, such as working with vendors or hosting taste tests to help introduce and get children excited about new foods and menus.

### **Team Nutrition Resource Library** (<http://www.fns.usda.gov/tn/resource-library>)

Sponsors can visit the *Team Nutrition Resource Library* for free nutrition education materials to further reinforce and complement the nutrition messages taught by serving healthful foods at Summer Meal sites.

### **Farm to Summer Website** (<http://www.fns.usda.gov/farmtoschool/farm-summer>)

Find guidance about incorporating local foods and farm-based enrichment activities that sponsors can use to increase the quality and appeal of meals and engage kids and teens in their programming. Links to both USDA and partnering organization resources are included here.

### **Food Safe School Action Guide** (<http://www.fns.usda.gov/sites/default/files/Food-Safe-Schools-Action-Guide.pdf>)

This guide is intended to help school nutrition directors coordinate all aspects of food safety to create a culture of food safety. While it is geared towards schools, it is designed in such a way that it can be used by anyone.

## Training and Education Resources

**ICN**  
**(800) 321-3054**

The **Institute of Child Nutrition (ICN)**, located at the University of Mississippi, is committed to improving the operation and quality of all Child Nutrition Programs, including children served in SFSP. This is accomplished through staff development programs, training experiences, educational materials, and a national satellite network. The Institute is funded through USDA's Food and Nutrition Service.

For information on food service, food preparation, meeting the Dietary Guidelines, or available videos and training packages, contact the NFSMI's clearinghouse at 800-321-3054, or write:

National Food Service Management Institute  
University of Mississippi  
P.O. Box 1848  
6 Jeanette Phillips Drive  
University, MS 38677  
Website: <http://www.theicn.org>



**FNIC**  
**(301) 504-5414**

The **Food and Nutrition Information Center (FNIC)** is located at USDA's National Agricultural Library in Beltsville, Maryland. USDA program participants may borrow summer food service reference materials, videos, and training materials free of charge. Sample nutrition education and training materials are available at FNIC. Food labeling material is also available. On-line bibliographies are offered to assist with research. For more information, you can call or write:



NATIONAL  
AGRICULTURAL  
LIBRARY

USDA/NAL/FNIC  
10301 Baltimore Avenue, Room 108  
Beltsville, MD 20705  
Phone: (301) 504-5414  
Website: <http://fnic.nal.usda.gov/>

<b>Nutrition.gov</b>	Additional online information geared toward consumers can be found at <a href="http://www.Nutrition.gov">http://www.Nutrition.gov</a> . The website provides easy, online access to government information on food and human nutrition for consumers.
<b>NIFA</b>	<b>USDA National Institute of Food and Agriculture (NIFA)</b> offers contacts for State extension services for information and possible SFSP partnering opportunities. NIFA replaced the former Cooperative State Research, Education, and Extension Service (CSREES). Website: <a href="http://www.csrees.usda.gov/qlinks/partners/state_partners.html">http://www.csrees.usda.gov/qlinks/partners/state_partners.html</a>
<b>NCEMCH</b>	<b>The National Center for Education in Maternal and Child Health (NCEMCH)</b> offers publications on nutrition, maternal health, child health, and children with special health care needs.  National Center for Education in Maternal and Child Health 2115 Wisconsin Avenue, NW Suite 601 Washington, DC 20007 Phone: (202) 784-9770 Website: <a href="http://www.ncemch.org">www.ncemch.org</a> Maternal and Child Health Virtual Library: <a href="http://www.mchlibrary.info">http://www.mchlibrary.info</a>

## Additional Resources

Contact your State's administering agency for assistance in obtaining any of the following publications:

**Dietary Guidelines for Americans, 2010**, USDA and Department of Health and Human Services. Online at <http://www.health.gov/dietaryguidelines/2010.asp>.

**Food Buying Guide for Child Nutrition Programs**, USDA/FNS, PA 1331, Revised, Printed March 2002.

**USDA Recipes for Child Care**, available online at <http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cELEPTYzJmlzTWdyPXRydWU=>

**USDA Recipes for Schools**, available online at <http://www.nfsmi.org/Templates/TemplateDefault.aspx?qs=cELEPTEwMiZpc01ncj10cnVI>

**A How-To Guide for Summer Food Sponsors on Purchasing High-Quality Summer Meals**, Food Research and Action Center: [http://frac.org/wp-content/uploads/2009/09/summer\\_meals\\_vendor\\_guide.pdf](http://frac.org/wp-content/uploads/2009/09/summer_meals_vendor_guide.pdf)

**Fresh from the Farm: Using Local Foods in Afterschool and Summer Nutrition Programs**, Food Research and Action Center: <http://frac.org/newsite/wp-content/uploads/2009/09/produceguide.pdf>

**USDA Food Safety Resources** contains food safety links for child nutrition professionals. Online at <http://www.fns.usda.gov/food-safety/food-safety-resources>

**Food Safety for Summer Food Service Programs**, National Food Service Management Institute, 2003. Designed to help staff and volunteers of Summer Food Service Programs learn ways to provide safe foods and teach children basic food safety practices. Available online at <http://nfsmi-web01.nfsmi.olemiss.edu/ResourceOverview.aspx?ID=73>

**HACCP-Based Standard Operating Procedures (SOPs)**, National Food Service Management Institute, 2005. Foodservice SOPs are written practices and procedures and are the basic ingredient to producing safe food. It is essential to train employees and emphasize the importance of following the procedures. These SOPs are available in both Microsoft Word® format (.doc) and Adobe® Acrobat® Portable Document Format (.pdf). Available online at <http://sop.nfsmi.org/HACCPBasedSOPs.php>

**The Food Code**, U.S. Department of Health and Human Services, Public Health Service, Food and Drug Administration, 2013. Available online at <http://www.fda.gov/food/guidanceregulation/retailfoodprotection/foodcode/ucm374275.htm>

**Is It Done Yet?** – Food safety program to promote the use of food thermometers when cooking all meat and poultry products. Online at <http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/fsis-educational-campaigns/is-it-done-yet>

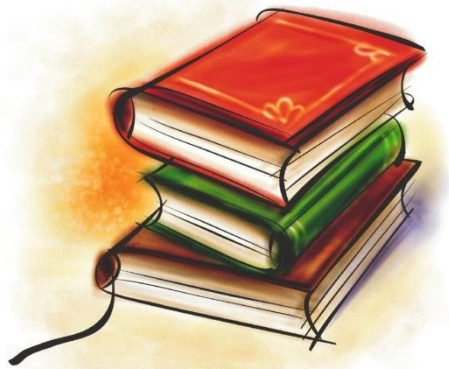
**Serving It Safe: A Manager's Tool Kit**, National Food Service management Institute <http://nfsmi.org/documentlibraryfiles/PDF/20130930123715.pdf>

**USDA, Food Safety and Inspection Service.** onsumer Education information and publications are available online at <http://www.fsis.usda.gov>.

**FightBAC** – Partnership for Food Safety Education. Online at <http://www.fightbac.org>.

**Thermy** – A national campaign to promote the use of food thermometers. Available online at <http://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/teach-others/fsis-educational-campaigns/thermy/thermy>

**Summer Food Service Program website**, online at <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>



## Food and Nutrition Service Regional Offices

### Mid-Atlantic Regional Office

Mercer Corporate Park  
300 Corporate Boulevard  
Robbinsville, NJ 08691-1518  
(609) 259-5025

*Delaware, District of Columbia,  
Maryland, New Jersey, Pennsylvania,  
Puerto Rico, Virginia, Virgin Islands,  
West Virginia*

### Midwest Regional Office

77 West Jackson Boulevard  
20th Floor  
Chicago, IL 60604-3507  
(312) 353-6664

*Illinois, Indiana, Michigan,  
Minnesota, Ohio, Wisconsin*

### Mountain Plains Regional Office

1244 Speer Boulevard  
Suite 903  
Denver, CO 80204-3581  
(303) 844-0354

*Colorado, Iowa, Kansas, Missouri,  
Montana, Nebraska, North Dakota,  
South Dakota, Utah, Wyoming*



### Northeast Regional Office

10 Causeway Street  
Room 501  
Boston, MA 02222-1069  
(617) 565-6370

*Connecticut, Maine, Massachusetts, New  
Hampshire, New York, Rhode Island,  
Vermont*

### Southeast Regional Office

61 Forsyth Street SW  
Room 8T36  
Atlanta, GA 30303-3427  
(404) 562-1801/1802

*Alabama, Florida, Georgia, Kentucky,  
Mississippi, North Carolina, South  
Carolina, Tennessee*

### Southwest Regional Office

1100 Commerce Street  
Room 555  
Dallas, TX 75242-9800  
(214) 290-9925

*Arkansas, Louisiana, New Mexico,  
Oklahoma, Texas*

### Western Regional Office

90 Seventh Street  
Suite 10-100  
San Francisco, CA 94103  
(415) 705-1310

*Alaska, Arizona, California, Hawaii, Idaho,  
Nevada, Oregon, Washington, Guam Trust  
Territories, Commonwealth of the Northern  
Mariana Islands, American Samoa*